DOCUMENT RESUME

ED 032 239 SP 002 896

New Careers in Education Handbook. New Careers in Region II, West Virginia.
Shepherd Coll., Sheperdstown, W. Va. Region II Curriculum Improvement Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note-123p.
EDRS Price MF-$0.50 HC-$6.25
Descriptors-College School Cooperation, Institutes (Training Programs), Language Arts, *Paraprofessional School Personnel, Regional Programs, *Teacher Education, Teacher Role
Identifiers-New Careers Program, West Virginia

This handbook describes the 1969-70 Region II West Virginia New Careers in Education Program which includes three training and development components: (1) a 4-week summer preservice institute for teachers (K-12) and teacher aides and a 1-week institute for principals; (2) weekly inservice seminars for teachers and aides, on-the-job training for aides, and quarterly seminars for administrators; and (3) a career training program through which teacher aides may eventually become certified teachers. Contents include a tentative code of ethics for teacher aides; an organizational chart of the cooperative relationships between Shepherd College, the State Department of Education, and the eight eastern West Virginia county school systems; the career ladder model with job descriptions and education requirements for teacher aide interns, teacher aides, teacher assistants, and associate teachers; a tentative academic credit model for the associate in arts degree for teacher aides including course descriptions; curriculum outlines with objectives, techniques, materials, and assignments for the two summer institute components: the Role of the Teacher Aide (supervisory, technological, monitorial, clerical, general) and Language Arts Practices (communication skills, work attack skills, creative writing, handwriting, spelling, class organization, basal reading, individualized reading); and instruments for evaluating the training programs and the job performance of aides. (JS)

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NEW CAREERS IN REGION II
WEST VIRGINIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NEW CAREERS IN EDUCATION HANDBOOK

A Project Under Part D, Education Professions Development Act
(P.L. 90-35, Amendment to Title V, Higher Education Act of 1965)

Region II Curriculum Improvement Center
Shepherd College
Shepherdstown, West Virginia 25443

1969 - 1970

SP002896

FOREWORD

New Careers in Education in Region II is not a Teacher Aide career training program within itself, rather, it encompasses exploration and experimentation of new approaches (both administrative and instructional) for the overall goal of quality education.

Or, it is possible to say that New Careers in Education is trying out new approaches and procedures in tackling some of the pressing educational problems of our time with the improvement of classroom instruction being the focal point.

The common concern for us all--para-professionals, teachers, supervisors, administrators, and the lay-community at large--is that significant educational progress must be made and that quality education is a cooperative effort serving the entire school and community.

The educational leadership mandated the development of New Careers in Region II due to the recognition of pressing training and retraining needs in the region.

This program was considered worthy of financial support due in great part to the unparalled cooperation which exists at all levels (K-16) of education in Region II and such a program has evolved because of the excellent relationship between the counties and Shepherd College.

A Final Thought. All the goals enumerated in the New Careers Program will not simply happen overnight. And some of them may never be met at all--replaced by more passing and relevant objectives.

It cannot be emphasized too strongly that there will be occasional problems and frustrations; that is the nature of any enterprise worthy of attention.

Also, the ambitious objectives will not be met except through a cooperative--united effort of all participants involving much individual selfless, unflinching dedication and hard work.

In consideration of these facts, it is still worthy of our attention to try. In so doing, we will have--in part--fulfilled those obligations that may very well serve as a shining example of a cooperative human endeavor at its best and which will give credit to our citizens, to our generations and most importantly to ourselves.

"The needs of society require significant changes in our present school administration. The teacher is a skilled professional and, as such, must be permitted to do a professional level of work. He must be a diagnostician and a guide of learning experiences. He should not waste his time on trivia. The utilization of auxiliary personnel can provide the opportunity for teachers to teach."

Position of NCTEPS, Auxiliary
School Personnel, 1967.

"Recently a teacher, principal, and education professor, and a student gathered at the Southwestern Cooperative Educational Laboratory in Albuquerque to view a video tape made up of elementary rural students. The class being depicted perhaps was not typical in that it had 26 students, a teacher, and two teacher aides; and the students and adults all appeared to know what they were doing and why they were doing it!

After about ten minutes of viewing the tape, the teacher asked the question that was on everyone's mind, "Which one is the teacher?" The professor pointed at one of the adults, the principal at another, and the student and the teacher teacher "guessed" at the third adult. And all were correct!

The question of whom is doing what may not at first flash seem relevant, but when considered with a number of other variables, it becomes highly relevant, In point of fact, the answer may result in one of the most significant substantive and organizational changes to overtake American education in the past 200 years."

James L. Olivero, "Do Teacher
Aides Aid American Education?", 1968.

GOALS OF NEW CAREERS

THE OVERALL GOAL REVOLVES AROUND THE REALIZATION OF AN EXEMPLARY PROGRAM OF QUALITY EDUCATION THROUGH:

(1) Exploring and developing new task oriented roles and careers for non-professional personnel;

(2) Stimulating the development of a close working relevant relationship between the school and community through parent/citizen involvement and through tapping community resources;

(3) Meeting the felt needs of teachers through offering opportunities for instructional improvement and innovation, greater role in educational decisions, clarification of roles, and more flexible administrative procedures;

(4) Developing and implementing instructional approaches to the styles and strengths of disadvantaged children - but applicable to all children;

(5) Evolving instructional task centered "master" teachers as educational leaders in implementing sound instructional procedures developed in the New Careers Program;

(6) Establishing an academic accredited teacher aide training program through Shepherd College;

(7) Furnishing trained non-professionals in classroom assistance to teachers;

(8) Involving all aspects and levels of education and community representatives in exploration of new educational responses to common concerns of all.

All the objectives, enumerated above, may be altered or modified to meet unforeseen conditions and needs.

A CODE OF ETHICS FOR TEACHER-AIDES*

[Tentative]

Teachers with whom teacher-aides work conduct themselves by their professional Code of Ethics.

1. A teacher's primary objective is to help his students.

2. His next obligation is to cooperate with parents.

3. His personal conduct must be in keeping with the position he holds.

4. A teacher must respect his professional obligations to his employer and to his profession.

5. A teacher must maintain a professional and ethical attitude regarding students, teachers, and the profession as a whole.

Teacher-aides should strive diligently to maintain certain standards of conduct and professionalism that will give status to the job. Therefore, a Code of Ethics for teacher-aides will help strengthen the position of teacher-aide in a school district.

Code of Ethics

1. Cooperate fully with the classroom teacher.

2. Perform duties as they are planned for you by the classroom teacher. (Your job is not to teach but to help the teacher by performing duties of a non-teaching nature.)

3. Think and act in a professional manner at all times.

4. Speak well of all administrators, teachers, school personnel, and other teacher-aides. Do not gossip.

5. Accept criticism professionally. Look upon it as advice rather than censure.

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*Commission on Teacher Education and Professional Standards of the Pennsylvania State Education Association.

6. Support the school program.

7. Support and respect those who guide and direct your efforts.

8. Exemplify the principles of the golden rule in dealing with students.

9. Be friendly, tactful, helpful, and fair, without discriminating, to all students.

A final word of advice:

1. Dress nearly and attractively. Avoid heels that are too high; your feet will get tired.

2. Do not chew gum in the presence of boys and girls.

3. Learn the rules and regulations about the use of the teachers' room in your building.

4. Remember you are not replacing a teacher. Be guided by his plans and directions.

REGION II EDUCATION AND THE NEW CAREERS PROGRAM

Educators of Region II have had a history of regional cooperation. Since 1965, superintendents and other educators have met regularly together to set regional educational goals and activities.

Board of Control

The legally constituted Board of Control evolved from a series of periodical meetings and activities. It is represented by eight school superintendents, the President of Shepherd College, the Assistant State Superintendent of Schools (honorary member), and Executive Secretary who also serves as Regional Coordinator of Educational Services. The Board of Control meets on a regularly scheduled monthly basis.

Curriculum Improvement Center

The ESEA Title III Multi-Purposes Center for Curriculum Improvement (CIC), headed by the Regional Coordinator, is organized in a service capacity to educators in the eight counties in function directly oriented towards improvement of instruction and educational services. Full time specialists in the various areas of the curriculum include: (1) Language Arts, (2) Art, (3) Mathematics, (4) Special Education, (5) Educational Media, (6) Elementary Education, (7) Secondary Education, and (8) Vocational Technical Education.

Besides being involved in numerous special projects and other activities, these specialists are available for inservice activities relating to school and/or teacher's needs.

The Curriculum Improvement Center also encompasses other state and federally funded programs.

Shepherd College

To directly relate Shepherd College to the educational and training needs of Region II, a new position has been developed through the Department of Education. This new position - Field Based Professorship - will serve a dual role for representing the New Careers Program with the Curriculum Improvement Center, while supervising the teacher aides and organizing course work experiences for academic credit through Shepherd College.

The functions of the Field Based Professor give opportunities for interaction between higher education and the public and private schools to bring together on a continuous arrangement resources and competencies for the benefit of all levels of education in Region II.

West Virginia State Department of Education

Educators at all levels of education in Region II have historically had a very close working arrangement with the State Department of Education.

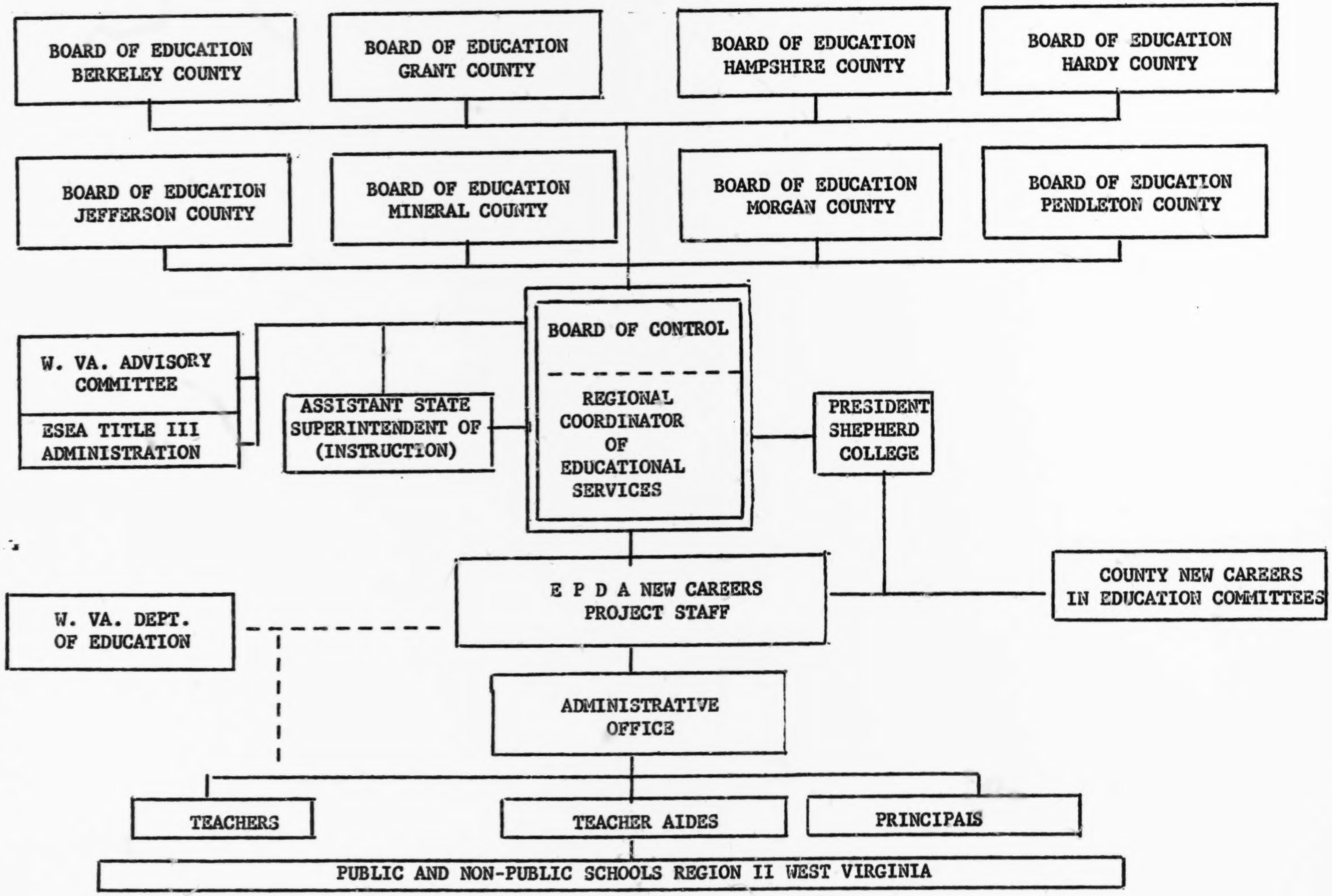
The New Careers Program is coordinated within the framework and planning of the West Virginia State Department of Education E.P.D.A. Program headed by Dr. Harry G. Straley, State Department Coordinator.

Accrediting of Teacher Aide course work is also procured through State Accreditation procedures.

The State Department also has available curriculum specialists in all areas to contribute to the program.

Conclusion

All levels of Region II education (K-16) including the State Department of Education are contributing significant resources to New Careers in Education in Region II thereby presenting unprecedented opportunity for the coordinated talents and energies of all West Virginia Education on a common concern.


BOARD OF EDUCATION BERKELEY COUNTY
BOARD OF EDUCATION GRANT COUNTY
BOARD OF EDUCATION HAMPSHIRE COUNTY
BOARD OF EDUCATION HARDY COUNTY
BOARD OF EDUCATION JEFFERSON COUNTY
BOARD OF EDUCATION MINERAL COUNTY
BOARD OF EDUCATION MORGAN COUNTY
BOARD OF EDUCATION PENDLETON COUNTY
W. VA. ADVISORY COMMITTEE
ESEA TITLE III ADMINISTRATION
ASSISTANT STATE SUPERINTENDENT OF (INSTRUCTION)
BOARD OF CONTROL
REGIONAL COORDINATOR OF EDUCATIONAL SERVICES
PRESIDENT SHEPHERD COLLEGE
W. VA. DEPT. OF EDUCATION
E P D A NEW CAREERS PROJECT STAFF
COUNTY NEW CAREERS IN EDUCATION COMMITTEES
ADMINISTRATIVE OFFICE
TEACHERS
TEACHER AIDES
PRINCIPALS
PUBLIC AND NON-PUBLIC SCHOOLS REGION II WEST VIRGINIA

ORGANIZATION CHART

NEW CAREERS IN EDUCATION PRESERVICE/INSERVICE EDUCATION PROGRAM

July, 1969 - June, 1970

The New Careers in Education Program makes allowances for three mutually concomitant but exclusively unique educational training and development components: (1) Summer Preservice Four Week Institute,) (2) the Seminar (including on-the-job training, and (3) the Career Training Program. Each of these interrelated components are described below.

THE PRESERVICE INSTITUTE

The four week Preserivce Institute serves the interchangeable functions of (1) defining roles (school, community, teacher, teacher aide, and principal) so as to develop conditions for a more efficient "team approach" toward instruction and other school related tasks; and (2) developing those skills and competencies required of teachers and/or teacher aides in working together in an effective and efficient manner.

Since teachers are expected to be the immediate direct supervisors of teacher aides, they will be required to demonstrate the same tasks as may be assigned to the aides in day-to-day instructional and instructional related assignments as exemplified in the "Role of the Teacher Aide" course.

"Language Arts Practices" is also not an abbreviated or "watered down" version of an undergraduate language arts course, but instead, is a revised course bringing together in a coherent and meaningful fashion, language arts theory and practice as related to instructional skills and competencies needed of teachers of children--and especially the disadvantaged. (See academic credit model.)

It is anticipated that the task oriented skills and competencies learned in the Preservice Institute will be applicable to immediate implementation in the classroom and schools at the start of the 1969-70 school year.

THE SEMINAR

The function of the seminar is to furnish inservice education on a continued, regularly scheduled basis to teachers and teacher aides. This function guarantees a flow through from the Preservice Institute and an opportunity for improvement of instruction based upon careful preparation and planning.

Group evening inservice seminars of teachers and teacher aides will be held weekly (36 sessions) in two centers: (1) Romney Jr. High School Annex, Romney, West Virginia, for trainees from Mineral, Hardy, Grant, Pendleton, and Hampshire Counties and (2) Martinsburg South Jr. High School, Buxton Street, Martinsburg, West Virginia, for those trainees from Morgan, Jefferson, and Berkeley Counties.

The first eighteen (18) seminars will focus upon refinement and sophistication of task oriented skills learned in the preservice program, and especially in the crucial area of language arts instruction. Issues and on-the-job problems will be aired to reach the anticipated objective of comfortably implementing exemplary language arts programs, based upon individual teacher-teacher aide styles of instruction.

The latter eighteen (18) seminars anticipate a focus upon the development of practices and principles of mathematics and physical education instruction.

Competencies learned in the seminars will be implemented and modified in the individual classrooms. Problems and successful activities will be brought back to the seminars for sharing and analysis.

These seminars will be planned by the Project Staff--including the Project Teacher Leaders--through recommendations and needs of the participants.

On-the-Job Training. Along with the weekly Seminars, assistance--on a continual basis-- will be provided for both teachers and aides in their mutual and exclusive roles in the school. Though the Field Based Professor's major function will be assisting with and guiding the daily activities of teacher aides, both he and the Project Director will be available on a regularly scheduled basis to assist both teacher and teacher aides in the day-to-day problems in the school and classroom. The major thrust of the Project Staffs' functions will be assistance in implementing in a systematic manner, those skills and competencies perfected in the preservice and inservice training sessions.

An outstanding objective of our New Careers Program is the anticipated dissemination of successful instructional principles and procedures to other teachers within the schools and especially those non-project teachers working with trained Project Teacher Aides. It is hoped that Project Teachers will play a significant role in encouraging and leading in curriculum development in his school; a key professional role of a master teacher.

In many schools the Project Teacher and Principal may be able to bring about total school involvement of all teachers in focusing upon instructional innovations and exemplary practices, thus fulfulling a basic responsibility of school leadership.

THE CAREER TRAINING PROGRAM

Those Project Teacher Aides exhibiting the interest and inclination may elect to further their education through the New careers Training Program.

It is anticipated that this program will lead initially to an Associate of Arts Degree for Teacher Aides. Salaries would be adjusted for increased skill and competencies and added responsibilities on the Career Ladder. (See Career Ladder Model.)

It is planned, with assumed interest, that at least one or two courses per semester will be offered to satisfy Career Ladder requirements to be held within commuting distance of Project Teacher Aides.

Teacher Aides entering the Training Program may also receive three (3) hours of credit per semester for four (4) semesters for the weekly seminars and on-the-job training under the supervision of the Field Based Professor.

The Career Training Program will be directed by the Field Based Professor through Shepherd College standards and course accreditation procedures.

OTHER INSERVICE INVOLVEMENT PROGRAMS

Evolving new educational functions and roles demands the active involvement and participation of all educators and representative interested citizens which education serves.

To this end quarterly seminars throughout the 1969-70 school year are being scheduled for Project Principals and Superintendents-Supervisors, while periodical meetings will be held with advisory committees made up of representative citizens, as explained below.

Quarterly Administrative Awareness Seminars: Principals, Supervisors, and Superintendents. Administrative Awareness Seminars are based upon the premise that educational innovations must involve a united effort by all educators.

The purpose of these seminars involve (1) bringing the leadership up-to-date on current activities and results (2) discussing, planning, and initiating new methods of community involvement, (3) developing policy innovations to adjust to educational improvement, and (4) developing understandings concerning exemplary educational programs in other parts of the country.

These seminars should contribute to sophisticating and refining aspects of the New Careers Program.

New Careers in Education Advisory Committees. A basic view of the New Careers Program is the assumption that significant educational advances must involve citizens of the community that the school serves. The school and community must function in rapport--even partnership--for the school to fulfill a viable function.

In part it is hoped the New Careers in Education Committees can serve a major role in recommending modifications/alterations to further the goal of relevantly serving the needs of the communities and counties.

Initially, two committees are being formed from Berkeley-Jefferson-Morgan Counties and Pendleton-Grant-Hardy-Hampshire-Mineral Counties. Members of the committees will be representative of teachers, teacher aides and other educators and citizens, including pupils (when applicable) of the eight counties.

CAREER LADDER MODEL

Introduction: This model is an attempt to expand the public education services of the eight (8) county school systems of Region II, West Virginia, by training selected New Careers enrollees to assist the professional staff to develop new administrative and instructional approaches for boys and girls of the Region.

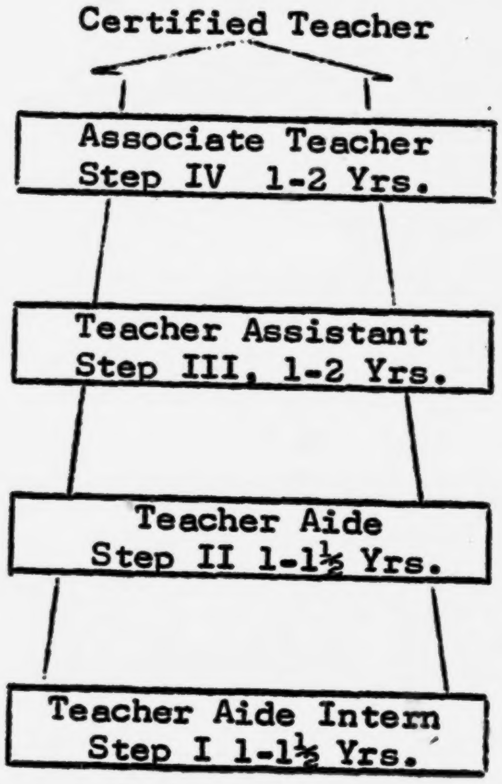
New Careers Model
Region II, West Virginia

Job Classification:

Title	Duration of Training
Teacher Aide Intern	1 - 1½ years
Teacher Aide	1 - 1½ years
Teacher Assistant	1 - 2 years
Associate Teacher	1 - 2 years
Certified Teacher	Permanent

Career Ladder:

Career Ladder
for
Certified Teacher


Certified Teacher
Associate Teacher
Step IV 1-2 Yrs.
Teacher Assistant
Step III, 1-2 Yrs.
Teacher Aide
Step II 1-1½ Yrs.
Teacher Aide Intern
Step I 1-1½ Yrs.

Selection:

It is recommended that the selection process be based upon these criteria:

(1) Recommendation of school principal.
(2) Demonstrated interest by candidate after program has been explained.
(3) Indication on objective tests or high school class standings that they have the potential to successfully take and pass college level training.

Mobility:

The trainees will remain in each step until the educational requirements are met for the next highest step.

The trainees salary will start at the step level for which he is qualified educationally and his work will include all those applicable duties from Step I up to and including the step he is in.

Steps in the Career Ladder

General Description: CERTIFIED TEACHER

Keep time, attendance and curricula outline books as apply to teaching, and teaching assigned students courses prescribed by the eight (8) County Boards of Education in such a manner as is prescribed by the Boards and proper and acceptable standards of conduct.

Job Title: TEACHER AIDE INTERN

Step Classification: I

Job Description:

I. Monitors halls, lunchrooms, libraries, playgrounds, restrooms and classrooms during testing.

II. Assists in taking attendance and the reporting of tardiness and absences from class.

III. Escorts students leaving classrooms during instruction periods to see that they go where they are directed and do not loiter.

IV. Assists teachers in the direction and supervision of authorized school activities and organizations.

V. Listens to students who are upset due to personal problems and needs comforting and takes them to the appropriate offices of administrators, nurses and counselors when necessary.

VI. Duplicates training material and test forms for the teachers.

VII. Maintains duplication machines in regards to operator maintenance.

VIII. Assists the librarian in monitoring the library.

IX. Records dictated stories of pupils.

X. Assists in the distribution of books and training materials.

XI. Helps students to find books and reference materials.

XII. Assists laboratory teachers in the maintenance and inventory of supplies and equipment.

XIII. Assists physical education teachers in demonstrating calisthenics, exercises and games.

XIV. Assists in maintaining toys, equipment and educational supplies.

XV. Assists teachers when working with divided groups for instructional purposes in a single classroom.

XVI. Assists in other duties as prescribed by the supervisor.

Educational Requirements:

A High School Diploma or GED.

Special Skills:

I. Ability and desire to work and communicate with children effectively.

II. Ability to carry out oral and written instruction.

III. Ability to type and/or write accurately and legibly.

IV. Good health and personal hygiene.

Job Title: TEACHER AIDE

Step Classification: II

Job Description:

I. Operates audio-visual equipment in the classroom.

II. Helps prepare and demonstrate laboratory experiments and projects.

III. Checks books in and out to authorize students and school staff.

IV. Participates in classroom instruction under supervision.

V. Helps students with study problems in the classroom while the teacher is present.

VI. Prepares and helps show flashcards under teacher supervision.

VII. Assists pupils in preparing for their "show and tell" skits.

VIII. Leads group games on the playground.

IX. Escorts classes to the auditorium, cafeteria, playground, audio-visual rooms and to the bus or other transportation where applicable.

X. Monitors classrooms when a teacher must leave the room or is ill until the substitute teacher arrives.

XI. Performs other duties as directed by their supervisor.

Educational Requirements:

45 (forty-five) quarter college credits or 30 (thirty) semester college credits and 1 (one) year experience as a Teacher Aide Intern.

Special Skills:

I. Has and implements skills required as a Teacher Aide Intern.

II. Desire to develop job competencies and/or become Teacher Assistant.

III. Maintains satisfactory academic grades and progresses successfully in college.

Job Title: TEACHER ASSISTANT

Step Classification: III

Job Description:

I. All duties as outlines in Steps I and II.

II. Substitute teach for regular teachers who are absent due to illness, accident or death in the family.

III. Help grade objective tests.

IV. Help record, calculate and maintain classroom records.

V. Record classroom anecdotal records for placement in a student's personal file for aide in counseling.

VI. May be an advisor to an authorized school activity or organization.

Educational Requirements:

90 (ninety) quarter college credits or 60 (sixty) semester college credits and 1 (one) year experience as a Teacher Aide.

Special Skills:

I. Has and implements skills required as a Teacher Aide.

II. Knowledge of the subject matter as substitute teaching.

III. Ability to maintain proper discipline and decorum in the classroom.

Job Title: ASSOCIATE TEACHER

Step Classification: IV

Job Description:

Under close scrutiny, including counseling, directing and evaluation, perform the duties of a Certified Teacher (as described in General Job Description) as needed or requested by the Boards of Education.

Educational Requirements:

3 (three) years of college, i.e., 135 (one hundred thirty-five) quarter college credits or 100 (one hundred) semester college credits and 2 (two) years experience as a Teacher Aide and/or Assistant Teacher.

CAREER LADDER: ACADEMIC CREDIT MODEL

ASSOCIATE OF ARTS DEGREE FOR TEACHER AIDES
[TENTATIVE]

The 64 credit Associate of Arts Degree for Teacher Aides would be offered by Shepherd College to those who, for a combination of circumstances, may only be able to pursue this goal as a terminal objective or for those who regard it as an intermediary goal for a B. S. Degree.

The curriculum for this Associate of Arts Degree is solidly enmeshed in the general education offerings of Shepherd College but has as its center a coherent sequence of credits that are relevant to the needs and aspirations of educational paraprofessionals.

I. PROGRAM DESCRIPTION

The following would be the tentative Shepherd College recommendations for a 64 credit curriculum for teacher aides. This is designed with two major goals in mind: (1) provision of a collegiate level education experience for aides, and (2) introduction to methods of teaching and the procedures of the schools. This introduction does not involve the teaching of methods in detail, but does involve teaching about method.

General Curriculum

	Credits
A. Behavioral and Physical Science, Mathematics, and Humanities	
Introduction to Mathematics 215	3
General Sociology 203	3
History of Civilization 101	3
Allied Arts: Art, Drama, and Music (New Course)	3
General Physical Science 103	4
Total	16 credits
B. Communication	
Basic Study Skills	3
Written English 101	3
Total	6 credits

	Credits
C. Educational Curriculum	
Role of the Teacher Aide (New Course)	3
Language Arts Practices (New Course)	3
Typewriting 103 or 104	2
Human Development 301	3
Audiovisual Aids 305	3
First Aid, Safety, and Health (New Course)	3
Secretarial Skills (New Course)	3
Arts and Crafts for the Elementary School 322	2
Foundations of American Education 200	3
Total	25 credits

D. General Education (5 elective credits from the following)	
General Biological Science 101	4
Fundamentals of Speech 202	3
West Virginia History, Geography, and Government 209	3
American Federal Government 101	3
Principles of World Geography 101	3
Early American History 201	3
Total	5 credits

Field Experience and Independent Study (New Courses)

Field Practicum I - 3 hours - Language Arts
Field Practicum II - 3 hours - Mathematics & Physical Education
Field Practicum III - 3 hours - Natural Science
Field Practicum IV - 3 hours - Social Science & Humanities

Total	12 credits
Grand Total	64 credits

Program Plan and Sequence

1. Role of the Teacher Aide - Credit, Three Hours - New Course

The content of the course provides information concerning the numerous roles of administrators, teachers, and teacher aides. The teacher aide's role will be under the direct supervision of a certified teacher, to assist in: teaching language arts, explaining and assisting slow learners in arithmetic, leading small group discussions, chaperoning field trips, monitoring crafts and game activities, care and use of audiovisual equipment, special education classroom roles, etc. The class is not an in-depth program, but an overview of the various roles. The text and classroom materials will be based upon the Macmillan Publishing Company's text, "Teacher Aide Training System," developed and pioneered in innovative Teacher Aide-Teacher Training Programs by New York University.(This is the first kit of materials to be developed for teacher-teacher aide training in the United States).

2. Language Arts Practices - Credit, Three Hours - New Course

The content of the course will be procedures in teaching individuals and small groups: work attack skills, comprehension skills, dictated stores, creative writing, directed reading-thinking activities, and individualized reading practices. Part of this course will be a practicum where the roles of the teacher and teacher aides will be demonstrated and practiced using a regular classroom situation with grade school students.

3. Field Practicum I[1] - Credit, Three Hours - New Course

The course content will consist of development and sophistication of skills and competencies required of a teacher aide to effectively assist teachers in more efficiently developing conditions for improving the language arts (reading, writing, listening, speaking) abilities of the pupils.

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[1] **See** "Guidelines for College Credit for Field Instruction and Weekly Seminars."

4. Basic Study Skills - Credit, Three Hours - New Course

The course content, especially designed for adults, will emphasize reading vocabulary, comprehension, and study skills such as: how to study, how to take a test, how to listen, how to take notes, etc.

5. Typewriting - Credit, Two Hours - Course Numbers 103 or 104

103 Typewriting I - Credit, two hours. The mastery of the keyboard, development of correct typewriting techniques, centering, introduction to letter writing and tabulation, and the development of speed and accuracy.

104 Typewriting II - Credit, two hours. A continuation of Typewriting I. Emphasis is placed on further development of speed and accuracy with problems in business letter writing, tabulation, and manuscript writing.

6. Human Development - Credit, Three Hours, Course Number 301

A course designed to acquaint teacher candidates with the physical, social, emotional, and mental growth and development of children and adolescents.

7. Audiovisual Aids - Credit, Three Hours - Course Number 305

The history and philosophy of audiovisual instruction; the proper use of multi-sensory materials and equipment; and the utilization of community resources. The major portion of the time will be devoted to planning for the use of such materials in actual teaching situations.

8. Field Practicum II - Credit, Three Hours - New Course

The course content will consist of development of the skills and competencies required of a teacher aide to effectively assist teachers in more efficiently developing conditions for improving instruction in the disciplines of mathematics and physical education.

9. Written English - Credit, Three Hours - Course Number 101

Comprehensive review of grammar, sentence building, usage and punctuation. Practice in composition, with emphasis on expository prose.

10. Introduction to Mathematics - Credit, Three Hours - Course Number 215

A study of the structure of number systems and the operations defined in these systems. A development of the ability to analyze and use such systems. An introduction to the ideas and basic principles of some areas of mathematics: algebra, trigonometry, and analytic geometry.

11. First Aid, Safety, and Health - Credit, Three Hours - New Course

The course content will consist of a combination of: (1) standard course in first aid, (2) awareness of safety consciousness in the school, home, etc., and (3) analyzation of health problems relating to public schools including school policy, materials relating to health education, etc.

12. Secretarial Skills - Credit, Three Hours - New Course

The course content will consist of skills and competencies necessary for a teacher aide in fulfilling a clerical role for a school professional. The course content will include business letter construction, operation and maintenance of duplicating machines, filing, etc.

13. Field Practicum III - Credit, Three Hours - New Course

The course content will consist of developing the skills and competencies of teacher aides necessary in assisting teachers in physical science instruction. Emphasis will be upon principles and instructional procedures in making demonstrative--in concrete fashion--scientific principles.

14. Arts and Crafts for the Elementary School - Credit, Two Hours - Course Number 322

Emphasis is placed upon the functional activities that can be carried out in the art program of the elementary school. By experiencing the type of projects expected of children, there is an opportunity for the student to become acquainted with the various media of art expression. A variety of art techniques and processes are introduced and organized into subject matter of work suitable for various grade levels.

15. General Sociology - Credit, Three Hours - Course Number 203

Origin and development of groups, and social changes.

16. History of Civilization - Credit, Three Hours, Course Number 101

A survey of civilization with emphasis upon the development of western culture. It begins with prehistoric man and continues to the end of the sixteenth century.

17. Field Practicum IV - Credit, Three Hours - New Course

The course content will consist of developing the skills and competencies of teacher aides necessary in assisting teachers in humanities and social studies instruction. Emphasis will be upon a unit approach and interrelationships of these diciplines.

18. Foundations of American Education - Credit, Three Hours - Course Number 200

One of the primary objectives of this course will be to explore and observe the professional life of teachers in public education. Observation and participation activities in the area schools will be an integral part of the course. Pertinent research data concerning job opportunities and local and national teacher supply and demand will be discussed. The course content will center around current trends in American education, certification of teachers, taxation practices, and how the history and philosophy of education in America has emerged.

19. Allied Arts (Art, Drama, and Music) - Credit, Three Hours - New Course

The course content will consist of an overview of: (1) comparative and chronological study of art forms, (2) principles of the allied arts, and (3) representative study of selected art forms.

20. General Physical Science - Credit, Four Hours - Course Number 103

A survey course in physical science encompassing astronomy, geology, chemistry, meteorology, nuclear science and physics. The principles and applications presented are characteristic of introductory courses in the separate areas listed above. The scientific approach to problem solving and the interdependency of the areas of science are emphasized. Three lecture-recitation periods and one double laboratory period per week.

Electives:[2]

1. General Biological Science - Credit, Four Hours - Course Number 101
2. Fundamentals of Speech - Credit, Three Hours - Course Number 202
3. West Virginia History, Geography, and Government - Credit, Three Hours - Course Number 209
4. American Federal Government - Credit, Three Hours - Course Number 101
5. Principles of World Geography - Credit, Three Hours - Course Number 101
6. Early American History - Credit, Three Hours - Course Number 201

Evening Course Work

Assuming acceptance, one or two courses per semester will be offered for teacher aides. At least one of these courses may be held within the region within reasonable driving distance of enrollees who reside too far a distance to commute to Shepherd College.

Weekly Evening Seminars

All New Careers participants, including teachers and teacher aides, will attend two-hour weekly seminars. If the teacher aide enrolls in the academic phase of the program to work towards an AA Degree, the weekly seminars, including the on-the-job-training, may earn three credits per semester if successfully completed.

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[2] "Electives must be taken from courses in English, sociology, psychology, economics, history, geography, science, foreign languages, or physical education. A total of five (5) credits in electives is required for graduation." Quoted from the 1968-69 Shepherd College Bulletin.

Guidelines for College Credit for Field Instruction and Weekly Seminars. Part of the educational component of the Shepherd College Associate Arts Degree Program is the granting of three college credits each semester for the job experience enjoined with two hours per week evening seminars within four Field Practicum Courses.

On-the-job goal competencies will be stated in behavioral increments so as to be readily measurable. The Field Based Professor[3] will carefully guide and closely evaluate each program participant. The following guidelines will be adhered to:

1. Each enrollee will be assigned to a supervisor (teacher, teaching principal, etc.) who has direct face-to-face responsibility for the work of the aide.

2. Each enrollee and supervisor will meet in weekly two-hour seminars to focus upon improving various aspects of instruction and working together. These will be planned under the direction of the Field Based Professor.

3. Each enrollee will be given a balanced exposure to all aspects of classroom aide work to which he has been assigned. He will be given a chance to perform a variety of jobs in the teacher aide area. He will not be assigned to a single task and kept at it alone for a long uninterrupted period of time.

4. Each Field Practicum course will be developed through on-the-job experience and consideration of the recommendations of a representative lay education advisory committee. The course content will be coordinated through the Field Based Professor with the Shepherd College faculty and accreditation of personnel procedures.

Inservice training will focus primarily on acquiring skills and background information to help the enrollee perform more effectively on the job.

III. ADMISSION AND COMPLETION REQUIREMENTS

Criteria for Admission

1. High school Diploma or GED

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[3] A new position to be developed at Shepherd College especially for this program.

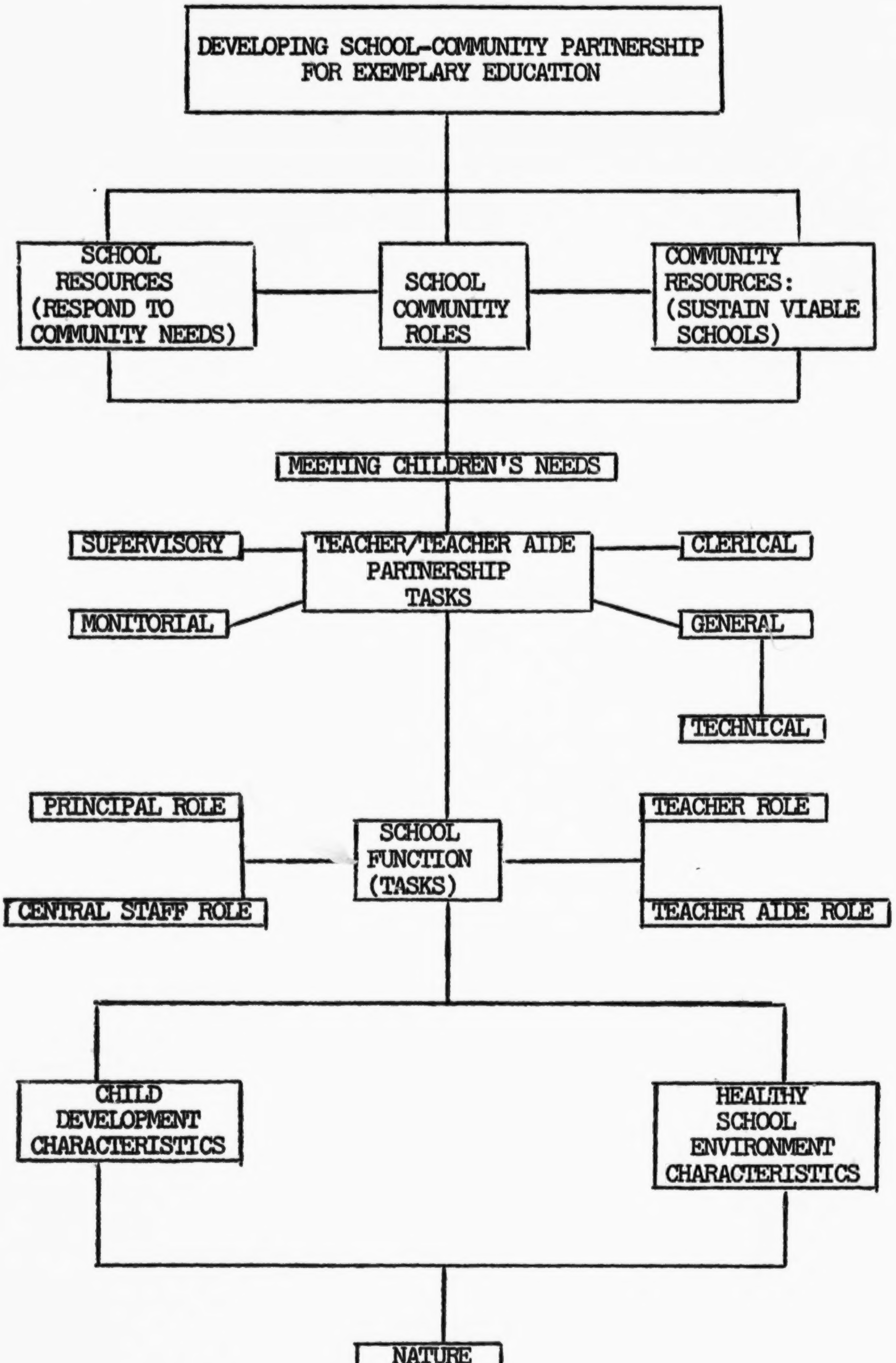
2. Recommendation of principal and/or superintendent
3. Evidence of ability to handle college course work based upon high school credits and objective tests.

Criteria for Completion

1. "C" average
2. Completion of 64 credit hours of the sequenced program

CURRICULUM OUTLINE

"ROLE OF THE TEACHER AIDE"


DEVELOPING SCHOOL-COMMUNITY PARTNERSHIP FOR EXEMPLARY EDUCATION
SCHOOL RESOURCES (RESPOND TO COMMUNITY NEEDS)
SCHOOL COMMUNITY ROLES
COMMUNITY RESOURCES: (SUSTAIN VIABLE SCHOOLS)
MEETING CHILDREN'S NEEDS
SUPERVISORY
TEACHER/TEACHER AIDE PARTNERSHIP TASKS
CLERICAL
MONITORIAL
GENERAL
TECHNICAL
PRINCIPAL ROLE
SCHOOL FUNCTION (TASKS)
TEACHER ROLE
CENTRAL STAFF ROLE
TEACHER AIDE ROLE
CHILD DEVELOPMENT CHARACTERISTICS
HEALTHY SCHOOL ENVIRONMENT CHARACTERISTICS
NATURE OF CHILDREN

SCHOOL-COMMUNITY PARTNERSHIP CONSTRUCT

CURRICULUM OUTLINE

July 21 - Session 1

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To get rid of Tensions by conducting ourselves in an informal atmosphere.	30	INFORMAL DISCUSSIONS No agenda.	Name Tags	Large and small groups
Beginning to know each other.	To get to know Shepherd College. To meet the Staff and to learn their functions. To learn the objectives of the New Careers Program, To get the feeling of being part of a training group.	90	INITIATION EXERCISE (1) Dr. James Butcher, President, introduces participants to Shepherd College. (2) Mr. Ted Lowery, Region II Board of Control President, projects basic goals of New Careers Program. (3) Mr. Regis Frola, Field Based Professor, explains specific objectives of program. (4) Dr. Carroll Palmer, Director of Teacher Education, explains the academic credit component of program. (5) Mr. Eagleton, Project Director, explains the functions of the staff including Project Teacher Leaders. (6) Project Teacher Leaders break trainees into groups. Members are paired. Each member of group introduces his "buddy" to the group.	Blank name tags, pencils or pens, handbook for teacher aides. Trainees are to review handbook at home and bring in any questions.	Large group then small groups.

CURRICULUM OUTLINE

July 21 - Session 1 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Presentation by New Careers in Education Specialist.	To gain background into the life styles of American Indians. To learn the problems of educating Indian children. To learn the response of the educational institution towards American Indians.	60	LECTURE (Presentation): Dr. James A. Olivero, Director, Southwestern Cooperative Educational Laboratory, discusses the characteristics and environment of American Indians with emphasis upon the educational needs of disadvantaged children.	Film Projector and screen	Large group
Response to Presentation.	To formulate questions to ask the Education Specialist.	30	LECTURE (Preparation to Response): (1) Teacher leaders assign trainees to small groups. (2) trainees develop questions; for example, what characteristics do Indian children and Region II children have in common? Do they have the same types of problems?		Small groups
Lunch		60			

CURRICULUM OUTLINE

July 21 - Session 1 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Education Specialist/ Superintendent: Children's Needs and Response of Education to These Needs.	To verbalize the commonalty of needs of children in varied environments, and especially Region II.	60	LECTURE (Question and Answer): Dr. Olivero and Mr. Gary Smith, Superintendent, Hardy County, respond to questions: (1) relating to environmental problems. (2) relating to educational issues to meeting children's needs. (3) relating to commonalty of educational problems and possible responses to these problems.	Chalkboard and chalk	Large group
Summary by Project Staff, Education Specialist/ Superintendent.	To draw appropriate conclusions from the discussion.	15	LECTURE (Summary): (1) major points of the lecture are emphasized.		Large group
Discussion of Educational Needs of Disadvantaged and Other Children in Region II.	To ventilate impressions obtained during the lecture. To ask questions generated by Dr. Olivero. To list the educational needs of children in Region II.	30	GROUP PROCESS EXERCISE (1) teacher leaders break trainees into groups. (2) assign one aide to act as reporter to note down concerns and listing. (3) when questions arise direct them back to the group.		Small group

CURRICULUM OUTLINE

July 21 - Session 1 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Report	To achieve consensus about the educational needs of Region II children, especially the disadvantaged.	45	REPORTER EXERCISE (1) reporter from each small group delivers report to large group (2) trainee group members amplify and/or question the reporters' reports.		1 Large group
Log Keeping (Presentation).	To begin the process of keeping a log.	30	LECTURE (Presentation): (1) Mr. Regis Frola, Field Based Professor explains the objectives of log keeping as a means of recording what the trainee sees and feels to be filled out daily. (2) trainees jot down the consensus of the needs of Region II children.	Pass out log books and pen to each trainee. Logs will be collected at the end of the week. List consensus of needs achieved.	Large group

CURRICULUM OUTLINE

July 22- Session 2

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To begin work in an informal atmosphere.	30	INFORMAL DISCUSSION (Non-Structured Situation): Teacher Leaders should (1) establish an environment that encourages free discussion, and (2) encourage trainees to express their feelings more freely.	Coffee	Several small groups together in central room
Training Specialist Leads in Group Process Exercise: "Working as a Team."	To find out how groups operate to develop awareness of ourselves and of others. To observe the need for team work and communication.	90	GROUP PROCESS EXERCISE (A) Mr. Charles Trafford, School Services Manager, TATS, shows group interaction exercise. (1) teacher leaders break trainees into groups with at least one principal to each group. (2) use ABXY communication game procedures. (3) reporter is chosen from each group.		Large group
Discuss Group Process With Training Specialist.	To verbalize the need for team work and unfettered communication between individuals and groups. To describe the characteristics of healthy individual	30	(1) reporter describes group procedures. (2) trainees ask questions regarding group process. (3) Mr. Trafford answers questions regarding the role of group process.		Large group

CURRICULUM OUTLINE

July 22 - Session 2 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNE
Discuss Group Process With Training Specialist. (Continued)	relationships within a group. To be able to verbalize the goals of group process.				
Presentation by Early Childhood Consultant.	To get a solid background of present day understanding of childhood development.	60	LECTURE (Presentation): (1) Dr. Edith Grotberg, Education Professor, American University, makes a presentation in which the structure and function of the school is related to the nature of early childhood development needs. (2) Mr. Regis Frola, the trainees to think of questions they would like to ask Dr. Grotberg to answer after lunch.	Overhead projector, filmstrip projector	Large group
Lunch		60			

CURRICULUM OUTLINE

July 22 - Session 2 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Response to Presentation.	To formulate questions to ask the early childhood consultant.	30	LECTURE (Preparation of Response): (1) trainer assigns trainees to small groups; (2) trainees develop questions; for example, Do I have to read to the kids? How do I handle a child who doesn't listen? (3) the consultant spends time with each group and ascertains the concerns of the trainees.		Small group
Early Childhood Consultant Discussion: Healthy Classroom Environment.	To be able to verbalize how to interact with pupils to construct healthy relations. To be able to state ways to handle inter-pupil conflicts. To be able to explain procedures in developing constructive pupil behavior.	60	LECTURE (Question and Answer): (1) the consultant explains the role of the teacher in developing a healthy classroom environment. (2) the consultant explains the relationship that should exist between the aide and the teacher in developing constructions for learning.		Large group

CURRICULUM OUTLINE

July 22 - Session 2 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Summary by Staff and Consultant.	To draw the appropriate conclusions from the discussion.	30	LECTURE (Summary): Trainees discuss and sum up the major principles of the day's activities. The trainees are assigned to write a report in their log books on "How do I lead a maladjusted pupil towards constructive behavior?"	Announce to the trainees that the assignments will not be collected but should be written down for presentation on the following day.	Large group
Teacher Aide Supervisory Skills: Snack Break.	To develop definite skills for supervising children in the actual job of teacher and teacher aide.	60	SELF-INSTRUCTIONAL MATERIALS: (1) trainees are given self-instructional materials to work with in large group. (2) each trainee completes the step-by-step program by himself. (3) Project Teacher Leaders and Project Staff are available to answer questions the trainees may have about the program. (4) If the P.I. material is not completed, it is assigned as a take-home task.	Teacher Aide Supervisory Skills: Snack Break	Self-instructional in large group

CURRICULUM OUTLINE

July 23 - Session 3

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNE
Coffee	To discuss informally the PI material on Supervisory Skills; Snack Break.	30	INFORMAL DISCUSSION	Collect books after discussion. Examine books for evidence of proper study methods.	Large an small groups.
Reports: "How Do I Lead a Maladjusted Pupil Towards Constructive Behavior?"	To verbalize procedures in helping pupils to develop interpersonal relationship in the classroom and in the school. To be able to summarize the major principles involved in developing healthy teacher, teacher aide pupil relations.	60	REPORTER EXERCISE (Presentation): each trainee reads his report, then listens to the reports of others, thereby obtaining "feedback" which helps him to clarify his own observations. The consensus of the major principles/procedures of the reports are presented in the large group.		Small groups
Presentation by Region II Superintendent: A View of the Exclusive and Mutual Roles of the Teacher	To clarify and conceptualize the relationship of the principal to teacher to the aide. To define the role each will play in	60	LECTURE (Presentation): Mr. Raymond Dispanet, Superintendent, Berkeley County, discusses the mutual roles of each position and argues for a team approach in attacking the educational problems of today.		Large group

CURRICULUM OUTLINE

July 23 - Session 3 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
and Principal. (continued)	the school and classroom.		Questions are solicited from trainees. All Project School Principals and County Supervisors are invited to participate.		
Group Process Skills: What is Teaching All About? What is Leadership All About?	To define the teacher's role. To define the principal's role.	60	GROUP-CENTERED PROCESS: Project Teacher Leaders lead each group consisting of aides, teachers, principals and county supervisors in defining any one of the two roles. Reporter records each group's consensus. Reporter from each group presents consensus of generalizations to large group.		Small groups then large group.
Lunch		60			
A Selection from "Teacher".	To gain insight into a particular teacher's method of teaching. To be able to state procedures in an oral reading presentation.	30	JOB SIMULATION (Skill Training - Presentation): Mrs. Jessie Hunter, Teacher, Berkeley Springs Grade School, reads a selection from "Teacher".	A copy of Sylvia Ashton-Warner's "Teacher" for each trainee.	Large group

CURRICULUM OUTLINE

July 23 - Session 3 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Basic On-the-Job Skills: Oral Reading.	To learn the skill of reading aloud to children. To learn the skill of listening to children read.	60	LECTURE (Presentation): Project Teacher Leaders instruct the trainees in oral reading.	Each trainee is assigned to write a report on some portion of "Teacher." Reports will not be collected, but are to be delivered orally the following day.	Large group then small groups and individual.
Practice Session Oral Reading.	To observe a demonstration of Oral Reading techniques. To practice Oral Reading techniques.	30	JOB SIMULATION (Skill Training-Laboratory): Teacher Leaders supervise each group of trainees in the practice of oral reading skills.	Appropriate reading materials currently in use.	Small groups
Teacher Aide Supervisory Skills: Toilet Recess, Emergencies.	To be able to verbalize how to supervise the class during toilet recess. To be able to describe what to do for an individual child who is sick or injured.	60	SELF-INSTRUCTIONAL MATERIALS: Each trainee completes the step-by-step program by himself.	Teacher Aide Supervisory Skills: Toilet Recess, Emergencies.	Self-instructional large group.

CURRICULUM OUTLINE

July 24 - Session 4

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally the P.I. material on toilet recess, emergencies.	30	INFORMAL DISCUSSION	Collect books after discussion. Examine books for evidence of proper study methods.	Large or small groups
Reports on "Teacher".	To relate his personal experience to the material contained in "Teacher."	60	GROUP-CENTERED PROCESS Assign a trainee to act as reporter for each small group. Each trainee reads his report on his personal reaction to the selection, in the sequence in which it occurs in the book. A reporter for each group takes notes in order to be able to present the groups' ideas and feelings. A minority opinion is permissible; in other words, one member may report back to the large group views not held in common with the other group members.	Reports	Small groups

CURRICULUM OUTLINE

July 24 - Session 4 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Consultant Responds to the Issue: "You and the Changing Role of the School."	To learn the role of the aide in the school. To learn the role of the aide in the community. To learn about community resources available to the aide in performing his role as a bridge between school and community.	60	LECTURE (Presentation): Mr. Richard Underwood, Teacher Aide Trainer, East St. Louis New Careers Training Center, responds to the needs of the group as ventilated in the preceding reports and relates the functions of teachers, teacher aides, and other educators to the issues of the day.		Large group
Response to Presentation.	To define the role of the aide in terms of the child, the school, the community, and society as a whole.	60	GROUP-CENTERED PROCESS Assign trainee to act as reporter for each small group. Use job simulations to help the trainees define the role of the aide in the classroom and in the community. Include the function of the aide as a "change-agent" in providing communication between school and community.		Small groups

CURRICULUM OUTLINE

July 24 Session 4 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Lunch		60			
Reports to large group.	To define the role of the aide and the community with reference to the changing role of the school.	30	REPORTER EXERCISE Reporter from each small group delivers report on "You and the Changing Role of the School."		Large group
Presentation by Panel: "You and the Changing World."	To define the role of the aide and the school and the community with reference to the changing world.	60	PANEL DISCUSSION Panel made up of Mr. Underwood and Advisory Committee Members exchange information with the trainees on "You and the Changing World." (Note: members come to morning session.)		Large group
School and Community: Defining the Aide's Role (1).	To define the anticipated role the aides will play in the school and in the community.	30	GROUP-CENTERED PROCESS Members of the small groups are subdivided into groups of two to four members and are asked to achieve consensus. Develop a pattern so that each trainee is able to work with all of the other trainees during the sessions. Then open up the discussion among the small groups as a whole.		Small groups

CURRICULUM OUTLINE

July 24 - Session 4 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Teacher Aide Supervisory Skills: Assembly Duty, Hall and Auditorium Duty, Cafeteria Duty.	To develop definite skills for supervising children in the actual job of teacher aide.	60	SELF-INSTRUCTIONAL METHOD Each trainee completes the step-by-step program by himself. If the PI material is not completed it is assigned as a take-home task, to be completed at home.	Teacher Aide Supervisory Skills: Assembly Duty, Hall and Auditorium Duty, Cafeteria Duty.	Self-Instructional, large group

CURRICULUM OUTLINE

July 25 - Session 5

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally the PI material on Supervisory Skills: Assembly Duty, Hall and Auditorium Duty, Cafeteria Duty.	30	INFORMAL DISCUSSION	Collect books during discussion. Look through books to ascertain the thoroughness with which the trainees have studied the program.	Large or small groups
Teacher Aide Supervisory Skills: Playground Duty, Class Trips.	To learn how to supervise children on the playground. To learn how to supervise children on class trips.	60	SELF-INSTRUCTIONAL MATERIALS Each trainee completes the step-by-step program by himself.	Return PI books to trainee.	Self-instructional large group
School and Community: Defining the Aide's Role (II). Defing the Teacher's Role (II). Defining the Principal's Role (II).	To review the role of the teacher aide in the classroom and in the community. To consider the teacher aide, teacher, and principal as "Change-agents" in their respective roles.	60	GROUP-CENTERED PROCESS The Project Teacher Leaders initiate the discussion, emphasizing the shift in attitude that has taken place. The session is a give-and-take one. At the end, the Project Director summarizes the views that have been expressed.	Agreed upon roles of each position are to be recorded in the New Careers in Education Handbook.	Small groups

CURRICULUM OUTLINE

July 25 - Session 5 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Summary of Training to Date.	To review skills learned in previous four days. To review the course content, the shift in attention, and the change in attitude.	30	LECTURE Mr. Regis Frola summarizes the first 4-1/2 days of training (where they started, where they went, where they are now).		Large group
Trainee Evaluation of Training to Date.	To "feedback" the individual reaction to the training program.	15	TRAINEE FEEDBACK (Reaction forms): The trainer divides the trainees into small groups and asks them to complete forms evaluating their training so far.	Teacher Aide Evaluation Forms are filled out and collected.	Small groups
General Session: Preparation for a Walk in the Community.	To find out what to look for during the afternoon visit.	15	OBSERVATION EXERCISE (Preparation): Mr. Frola explains the objectives of "A Walk in the Community."		Large group
Lunch		60			

July 25 - Session 5 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
A WALK IN THE COMMUNITY: An Exercise in Perception.	To see the community with the eyes of the school. To be able to describe the socio-economic characteristics of the community. To be able to verbalize community individual's attitudes towards the school. To find out whether the community is changing physically. To be able to describe the varied experiential backgrounds of boys and girls within the community.	120	OBSERVATION EXERCISE The trainees are instructed to record (i.e., note down, tape record, photograph, etc.) what they see and hear that is typical of the environment of the pupils of their school community. The Project Teacher Leaders and the trainees may record their own observations. (reporters from each small group may be assigned to report back on the observations of the group.)	Interviews are recorded on the tape recorder. Polaroid cameras are used to photograph the community.	Small groups
Discussion on "A Walk in The Community."	To identify those issues in the community that are a primary concern to the school.	60	GROUP-CENTERED PROCESS The aides, principals, and teachers respond to the records of the walk. The staff, aides, and teachers try to achieve consensus on what they saw during their walk in the	Tapes and photographs. Collect logs.	Small groups. Encourage sharing tapes, photographs,

CURRICULUM OUTLINE

July 25 - Session 5 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
			community. If consensus is not achieved, assign a sub-group to present a minority report.		after session is completed.

CURRICULUM OUTLINE

July 28 - Session 6

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally "A Walk in the Community."	30	INFORMAL DISCUSSION	Collect books: PI Supervisory Skills.	Large or small groups. Examine PI books for trainees reactions to material.
Presentation by Consultant (Ruralologist): School-Community Partnership for Quality Education.	To focus on the school-community partnership. To be able to verbalize areas of concern and ways that the school and community re-enforce each other.	60	LECTURE Dr. Clyde Campbell, Director, Mott Institute for Community Improvement, Michigan State University, discusses the changing role of the school in the context of community conflicts yet to be resolved. He discusses the role of the local community and the role of the federal government; he explores various avenues to help resolve acute rural problems.		Large group. Room should be large enough to accommodate all the trainees, trainers, and outside visitors.

CURRICULUM OUTLINE

July 28 - Session 6 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Presentation by Panel: School-Community Partnership Present Status and Possible Alternatives.	To define the role of the partnership between the community and the school. To define the individual areas of responsibility. To establish lines of communication in order to help resolve community-school problems.	120	PANEL DISCUSSION Mr. Campbell serves as the moderator of a panel composed of Teachers, Aides, Central Office Staff, Community Representatives, etc. Representatives of the various groups discuss and analyze common problems. Mr. Campbell acts to clarify the areas of concern during the discussion and sums up the discussion.	All principals, supervisors, and New Careers in Education Committee members are invited to attend.	Large group
Lunch		60			
Basic On-the-Job Skills: Supervisory Skills.	To review supervisory skills. To amplify and raise questions about the supervision of children.	60	LECTURE (With Question and Answer Period): Mr. Frola reviews the supervisory skills the trainees have learned from their study of the PI material summarizing and highlighting the duties that are of primary concern.	Return PI books: Supervisory Skills.	Large group

CURRICULUM OUTLINE

July 28 - Session 6 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Practice Session: Supervisory Skills.	To practice the supervisory skills.	60	JOB SIMULATION (Skill Training-Laboratory): The Project Staff moves from group to group, assisting the aides as they practice supervisory skills that have been assigned.		Small groups
Narrative Casebook: The World of A New Teacher Aide.	To regain earlier perspective on becoming an aide. To reassess the role of the aide as a representative of the community in the school.	60	SELF-INSTRUCTIONAL METHOD: Each trainee works on his own on the narrative casebook. If casebook is not completed, it is assigned to be completed at home.	Narrative Casebook: The World of a New Teacher Aide.	Self-instructional large group.

CURRICULUM OUTLINE

July 29 - Session 7

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally reactions to previous day's presentation and panel discussion.	30	INFORMAL DISCUSSION	Collect Narrative Casebooks after discussion. Examine casebooks for trainee response.	Large or small groups
Presentation and Discussion With Local Consultant: Resources Within the Community to Further School-Community Partnership.	To identify resources available in the community. To define the role of community agencies in the school-community partnership. To learn how to use the resources of the community in promoting the school-community partnership. To make a list of resources and their roles with addresses, telephone numbers, contact persons, relevant to school-community served.	60	LECTURE (Presentation and Discussion): Mr. George O'Brien, President, Berkeley County Board of Education, identifies and determines the roles that various agencies play in the partnership that exists between the school and the community. Trainees ask questions of concern. Mr. David Karraker, Environmental Awareness Assistant Director, National Park Service, discusses environmental studies area, Harpers Ferry.	A community resources book for the various counties will be compiled from individual lists.	Large group

CURRICULUM OUTLINE

July 29 - Session 7 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Basic On-the-Job Skills: Math.	To be able to verbalize the types of math skills required on the job.	30	LECTURE Mr. Ray Ludwig, Math Specialist, instructs the trainees in the mathematics required in the job of teacher aide.	Math instructional materials at various levels.	Large group
Practice Session: Math.	To practice math skills required on the job.	90	JOB SIMULATION (Skill Training-Laboratory): A teacher is assigned to each small group, assisting its members in the math skills practice.	Appropriate math exercises trainee would have to do on-the-job.	Small groups.
Lunch		60			
Media Specialist Lecture: "Why Visual Education?"	To present reasons for utilization of visuals in Education.	45	LECTURE Mr. Steve West, Educational Media Specialist, C.I,C., shows need for visuals in developing a multi-media, multi-sensory approach.		Large group
Teacher aide Production Skills: Transparencies.	To learn how to operate the overhead projector. To produce transparencies (color life, thermal, and hand production methods).	90	Mr. West demonstrates and then supervises individual production of transparencies.	Acetate Film #127 printed originals color-lift grease pencils assignment production of one transparency.	Large group. Individual and small group.

CURRICULUM OUTLINE

July 29 - Session 7 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Media Specialist Demonstrates: Film Projector Operation.	To be able to verbalize how to operate 16mm projector.	15	OBSERVATION EXERCISE: Mr. West demonstrates process of setting up and operating film projector through videotape.	5 16mm projectors, videotape chain.	Large group
Basic On-the-Job Machine Skills: 16mm Film Projector.	To practice operation of 16mm film projector.	30	Supervised small groups with teachers serving as leaders under guidance of Mr. West.	5 16mm projectors, videotape chain.	Small groups and one-to-one.

CURRICULUM OUTLINE

July 30 - Session 8

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To take sub-test I of Nelson-Denny Reading Test - Form A.	30	INFORMAL DISCUSSION: Mr. Frola administers test.	Test will begin at 8:30 a.m.	Large group
Basic On-the-Job Skills: Manuscript Writing.	To learn how to write in manuscript.	60	LECTURE Miss Barbara Armbrester, Project Teacher, instructs the trainees in manuscript writing.	Manuscript writing is a specialized method for printing letters of the alphabet using two basic shapes only. This method is a form of "writing" used almost universally in first grade classes.	Large group
Practice Session: Manuscript Writing.	To practice writing in manuscript.	60	JOB SIMULATION (Skill Training-Laboratory): A Project Teacher is assigned to each small group to assist its members in practicing writing in manuscript.	Appropriate manuscript writing materials.	Small groups

CURRICULUM OUTLINE

July 30 - Session 8 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Basic On-the-Job Skills: Forms.	To learn the various school forms. To practive filling out the forms.	60	LECTURE AND JOB SIMULATION (Skill Training - Laboratory): Miss Nancy Ropp, Principal, Inwood Elementary School, introduces the various forms, reviews the use of each form and the method of filling it out. The trainees then fill out one of each form, using manuscript writing.	Pass out all the relevant forms including records, permission slips, etc.	Large group
Lunch		60			
Teacher Aide Machine Skills: 16mm and Filmstrip Projector.	To practice operating the 16mm and filmstrip projectors.	90	ON-THE-JOB SKILLS (Demonstration and Practice): Mr. West demonstrates and reviews 16mm and filmstrip projector. Project Teachers work with individuals and small groups.	16mm and filmstrip projector - practice films.	Trainees should bring equipment from their own schools.
Teacher Aide Machine Skills: Tape Recorder	To observe and practice how to operate the tape recorder.	30	ON-THE-JOB SKILLS (Demonstration and Practice): Supervised by Mr. West and Project Teachers.	Tape Recorder and individual tapes.	Small groups and individual
On-the-Job Training: Practice Session.	To practice operating the tape recorder.	60	ON-THE-JOB SKILLS Practice supervised by Mr. West.	Tape recorders and individual tapes.	Small groups and individual

CURRICULUM OUTLINE

July 31 - Session 9

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To take sub-test II of Nelson-Denny Reading Test - Form A.	30		Test will begin at 8:30 a.m.	Large group
Care of Equipment and Material.	To provide guidelines for care of equipment and materials.	60	LECTURE (Demonstration and Discussion): Mr. West leads in the discussion of practices in caring for and storing A.V. equipment and materials.	Pass-outs	Large group
Introduction to Physical Education.	To be able to list the major principles of elementary physical education. To see slides of classes in action inculcating these principles.	45	LECTURE Mr. Thomas Paskalides, Supervisor of Elementary Education, Prince Georges County, Maryland, identifies goals of P.E. and examples of practices in furthering these goals in K-6.	Slide projector	Large group
Practice Session: A Lesson in Physical Education.	To be able to verbalize the procedures of a P.E. Lesson. To practice primary grade physical education activities.	75	GROUP-CENTERED PROCESS (Job Simulation): Mr. Paskalides and assistant will demonstrate physical education activities. Trainees will follow procedures shown by consultant.	Wear loose fitting clothers.	Small groups
Lunch		60			

CURRICULUM OUTLINE

July 31 - Session 9 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Physical Education Activities and Child Growth.	To be able to show how physical education activities go hand-in-hand with child growth and development.	45	LECTURE (Question and Answer): Mr. Paskalides and assistant identify the abilities ensuing P.E. activities at various ages of development. Trainees may ask questions of concern in an informal atmosphere.		Large group
Practice Session: An Activity for the Intermediate Grades.	To exhibit and practice activities related to the abilities of children from ages of 9 - 12.	45	GROUP-CENTERED PROCESS (Job Simulation): Mr. Paskalides will demonstrate and trainees will practice activities to simulate a large class of students.		Large and small groups.
Response to Presentation.	To formulate questions regarding types of activities needed at various levels of instruction.	30	LECTURE (Preparation to Response): (1) trainees develop questions; e.g., How do I relate activities from day to day? How do I hold interest of pupils? (2) consultant spends time with each group and ascertains needs of trainees. (3) reporter records questions.		Small group

CURRICULUM OUTLINE

July 31 - Session 9 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Consultant Responds to Questions.	To rid of insecurities of using procedures in physical education activities with a class of children.	30	LECTURE (Question and Answer): (1) reporters/trainees ask questions regarding concerns (2) Mr. Paskalides explains the role of teacher and teacher aide in physical education.	A model of a physical education program.	Large group
Summary by Field Based Professor and Consultant.	To draw appropriate conclusions from the discussion.	30	LECTURE (Summary): (1) the previous discussion is summarized by Mr. Paskalides and Project Staff. (2) trainees are assigned to write a schedule of one week's activities in physical education for their grade level.		Large group

CURRICULUM OUTLINE

August 1 - Session 10

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To share experiences from physical education activities.	30	INFORMAL DISCUSSION	Collect Community Resource lists.	Large or small groups.
Reports to Large Group.	To share models of an activity physical education schedule for one week.	30	REPORTER EXERCISE (1) one trainee from each group shows and justifies her one week activity schedule. (2) trainees ask questions of concern.	Overhead projector.	Large group
Basic On-the-Job Skills: Songs and Games.	To learn basic song and game techniques.	60	LECTURE Mr. James Andrews, Music Supervisor, W. Va. State Department of Education, instructs the trainees in song and game skills, demonstrates techniques, suggests sources of other songs and games.	List (with lyrics) of songs and games.	Large group
Practice Session: Songs and Games.	To practice song and game skills.	60	JOB SIMULATION (Skill Training-Laboratory): Mr. Andrews moves from group to group to help the trainees in practicing song and game techniques.	Appropriate song and game materials currently in use. Music books at various grade levels.	Small group

CURRICULUM OUTLINE

August 1 - Session 10 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Evaluation of Training to Date.	To feedback individual reactions to the training.	30	TRAINEE FEEDBACK (Reaction Forms): Trainees fill out the form as before for comparison purposes; or use your own variation; each trainee may write a report on the training experience.	Evaluation forms filled out and collected.	Small group
Lunch		60			
Discussion of Various Media: The Creative You.	To be able to verbalize the use of the various art media, how each is used to highlight or illustrate a point most effectively.	60	LECTURE (Demonstration): Mr. Thomas Hatfield, Media Specialist, C.I.C., illustrates the use of each type of media and displays samples of each. Specific examples will be selected from an appropriate source: material that focuses on community life as it is lived in a typical Region II neighborhood.	Film	Small groups
Practice Session: Media Workshop.	To practice using one of the various media, e.g., (1) paint (2) crayon (3) college (4) other.	90	JOB SIMULATION (Skill Training-Laboratory): Each trainee selects a particular media and prepares an example, with the help available from Mr. Hatfield. If they choose, several may work on a project together, for example, (1) painting	Appropriate media supplies and materials, e.g., paint, clay, others.	Small groups

CURRICULUM OUTLINE

August 1 - Session 10 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Practice Session (continued)			(2) preparing a bulletin board display (3) crayon.		
Pre-Service Wrap-up.	To express feelings and summarize training experience to date.	30	GROUP-CENTERED PROCESS Open discussion.	Log books collected.	Small groups

PART II - DUTIES

Teacher Aides will perform the duties listed herein. The nature of the duties performed will naturally vary according to the grade level and type of school in which they are employed.

Types of duties to be performed are summarized under Supervisory, Technological, Monitorial, Clerical, and General classifications. Specific descriptions of each activity will be detailed in the four week's pre-service training program and weekly evening seminars.

SKILL(S) ASSIGNED	SUPERVISORY	SKILL(S) PERFECTED
	1. Playing games with pupils (such as rhyming games, guessing games, finger games).	
	2. Interesting a restless pupil in some of the available activities.	
	3. Helping pupils learn how to settle arguments without fighting.	
	4. Stopping pupils from fighting.	
	5. Listening to pupils talk about themselves.	
	6. Talking with pupils about what they're doing when they are playing.	
	7. Listening to a pupil tell a story.	
	8. Talking quietly with a pupil who is upset.	
	9. Taking charge of a small group which is working on a special project while the teacher works with another group.	
	10. Helping a slow pupil get his work finished.	
	11. Acting out stories with pupils.	
	12. Reading and telling stories to pupils.	
	13. Explaining school rules to pupils.	
	14. Helping a teacher plan trips with pupils.	
	15. Telling a misbehaving pupil what you really think of him.	

SKILL(S) ASSIGNED	SUPERVISORY (Continued)	SKILL(S) PERFECTED
	16. Telling a pupil what happened when he was absent.	
	17. Singing with a group of pupils.	
	18. Helping pupils get ready to put on an assembly program (such as making costumes, making scenery, listening to pupils rehearse).	
	19. Helping young children learn to use crayons, scissors, paste, and paint.	
	20. Showing pupils how to clean up and put away materials.	
	21. Helping pupils understand teacher's directions.	
	22. Playing a musical instrument for the pupils.	
	23. Helping pupils improve special skills, (such as in gym, or sewing, or dancing).	
	24. Helping pupils improve their manners.	
	25. Helping a pupil learn to do something new and perhaps a little more difficult than he thinks he can do.	
	26. Taking charge of a class while the teacher has a rest period.	
	27. Writing down what a pupil is doing.	
	28. Giving a pupil a chance to show he can do something well.	
	29. Encouraging pupils to help each other.	
	30. Helping pupils learn to play together (such as teaching them to take turns, share toys and other materials).	
	31. Helping a pupil look up information in a book.	
	32. Helping pupils pick out books in the library.	
	33. Helping a teacher make arrangements for a trip.	
	34. Taking responsibility for class for a few minutes when teacher is called away.	

SKILL(S) ASSIGNED	SUPERVISORY (Continued)	SKILL(S) PERFECTED
	35. Using flash cards with one or more pupils.	
	36.	
	37.	
	38.	
	39.	
	40.	
	TECHNOLOGICAL	
	1. Preparing audio-visual materials such as charts at the request of the teacher.	
	2. Typing.	
	3. Running a duplicating machine.	
	4. Helping pupils learn proper use of tools and equipment.	
	5. Helping a pupil use a teaching machine.	
	6. Checking playground equipment for safety.	
	7. Organizing groups for, and operating, educational television.	
	8. Operating and setting up 16mm projector.	
	9. Making overhead transparencies.	
	10. Operating overhead projector.	
	11. Operating filmstrip projector.	
	12. Operating tape recorder.	
	13. Operating record player.	
	14. Setting up headsets for tape recorder or record player.	
	15.	
	16.	

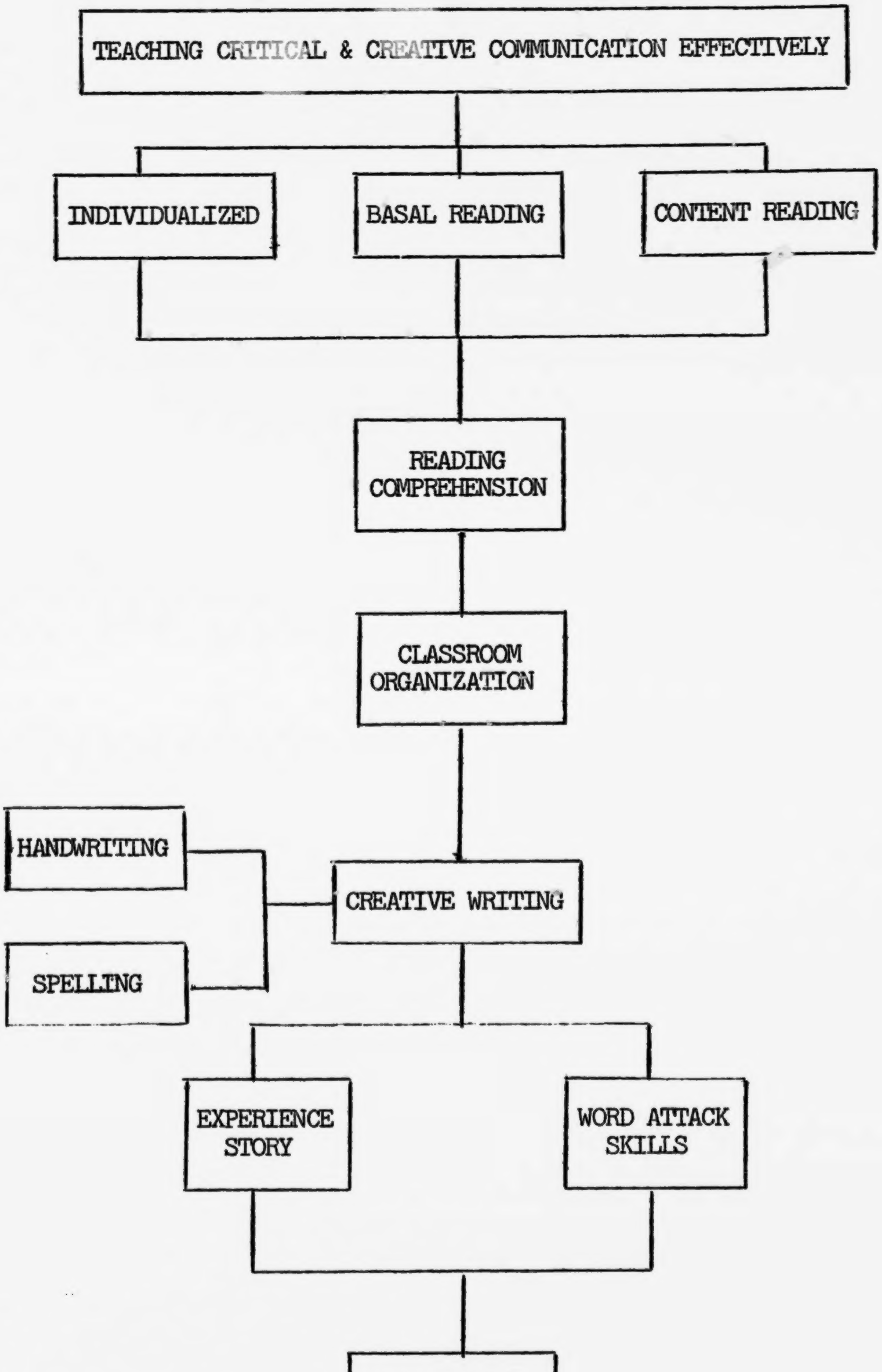
SKILL(S) ASSIGNED	TECHNOLOGICAL (Continued)	SKILL(S) PERFECTED
	17.	
	18.	
	19.	
	20.	
	MONITORIAL	
	1. Putting away pupils' toys and materials.	
	2. Putting on and taking off all outdoor clothing of young children for them.	
	3. Giving first aid to a pupil.	
	4. Helping teachers take care of pupils in assembly.	
	5. Guarding doors of school.	
	6. Taking a small group of pupils on a walk in the neighborhood.	
	7. Taking pupils to and from various places in school (such as lunchroom, nurse's office, principal's office, bathroom).	
	8. Taking groups of children on a trip.	
	9. Taking charge of pupils at various occasions, such as: during lunch period, in hallways, and on bus.	
	10. Helping pupils learn how to use the bathroom.	
	11. Seeing that a pupil eats all of his lunch.	
	12. Helping pupils move from one activity to another in the classroom.	
	13. Doing errands and carrying messages.	
	14. Watering plants.	
	15. Organizing outdoor activities for class.	
	16. Watching pupils from back of classroom to prevent unruly behavior.	
	17. Supervising late bus children.	

SKILL(S) ASSIGNED	MONITORIAL (Continued)	SKILL(S) PERFECTED
	18. Checking out classroom and/or library books.	
	19. Signing seat work papers for children.	
	20. Helping pupils with arts and crafts materials.	
	21.	
	22.	
	23.	
	24.	
	25.	
	CLERICAL	
	1. Preparing bulletin board displays.	
	2. Filing and cataloging materials.	
	3. Keeping records, such as attendance and health records.	
	4. Taking notes at meetings when asked.	
	5. Attending meetings with teachers.	
	6. Making arrangements for the use of equipment.	
	7. Checking supplies.	
	8. Collecting milk money, money for lunch tickets or other needs.	
	9. Weighing and measuring a pupil.	
	10. Passing out and collecting pupils' materials.	
	11. Sorting mail.	
	12. Feeding classroom pets.	
	13. Keeping a record of how a group of pupils work or play together.	
	14. Getting the classroom ready for the next day.	

SKILL(S) ASSIGNED	CLERICAL (Continued)	SKILL(S) PERFECTED
	15. Giving the teacher information about a pupil which will help the teacher in working with him.	
	16. Constructing charts for teaching or bulletin board.	
	17. Scoring objective type tests.	
	18. Scoring essay type tests.	
	19. Filing and cataloging material.	
	20. Preparing lunch reports.	
	21. Cordinating film, filmstrip, and tape service.	
	22. Stamping new books.	
	23. Distributing supplies and textbooks.	
	24. Keeping books in order.	
	25.	
	26.	
	27.	
	28.	
	29.	
	30.	
	GENERAL	
	1. Checking daily on the health of pupils.	
	2. Taking home pupils who are sick or hurt.	
	3. Checking on temperature, fresh air and lighting in the classroom.	
	4. Attending team meetings, total staff meetings, and P.T.A. meetings.	
	5. Contributing to school-community cooperation and understanding.	

SKILL(S) ASSIGNED	GENERAL (Continued)	SKILL(S) PERFECTED
	6. Making arrangements for individual parent-teacher conferences.	
	7. Checking on daily health of pupils.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	
	15.	

LANGUAGE ARTS PRACTICES


TEACHING CRITICAL & CREATIVE COMMUNICATION EFFECTIVELY
INDIVIDUALIZED
BASAL READING
CONTENT READING
READING COMPREHENSION
CLASSROOM ORGANIZATION
HANDWRITING
CREATIVE WRITING
SPELLING
EXPERIENCE STORY
WORD ATTACK SKILLS
COMMUNICATION SKILLS

LANGUAGE ARTS CONSTRUCT

LANGUAGE ARTS COMPETENCIES

SKILL(S) ASSIGNED	COMMUNICATION SKILLS	SKILL(S) PERFECTED
	1. Verbalize the four basic communication skills in their order of development.	
	2. List the Characteristics of the beginning first grader's language development in terms of vocabulary, syntax, and phonology.	
	3. Distinguish between "good" and "correct" language.	
	4. Show the relationship between receptive and expressive facets of communication.	
	5. Cite evidence that the communication skills are interrelated and complement one another.	
	6.	
	7.	
	8.	
	9.	
	10.	
	EXPERIENCE STORIES	
	1. State the purposes of the dictated experience story.	
	2. State the rationale for the use of the dictated experience story in building a sight vocabulary.	
	3. Obtain a group experience story from a group of children.	

SKILL(S) ASSIGNED	EXPERIENCE STORIES (Continued)	SKILL(S) PERFECTED
	4. Demonstrate with children the re-reading procedure for the group experience story.	
	5. Present a stimulus to a group of children and obtain individually dictated stories from at least three children.	
	6. Demonstrate facility in re-reading individual dictated stories.	
	7. Demonstrate with the child the identification of known words and the constructing of word cards for a word bank.	
	8. Demonstrate with children the techniques for retaining the sight vocabulary placed on word cards.	
	9. Construct a 3-day cycle for a class of children to dictate, re-read and get word cards from experience stories.	
	10.	
	11.	
	12.	
	13.	
	14.	
	WORD ATTACK SKILLS	
	1. Distinguish between a sight word and a word which requires word attach skills for a particular child.	
	2. Identify the 6 phases of word recognition.	
	3. Demonstrate the following:	
	a. visual discrimination of words.	

SKILL(S) ASSIGNED	WORD ATTACK SKILLS (Continued)	SKILL(S) PERFECTED
	b. auditory discrimination of word beginning sounds, rhyming, and endings of words.	
	c. auditory-visual discrimination of initial and ending consonants.	
	d. substitution of initial and ending consonants.	
	e. knowledge of vowel letters.	
	f. production of long, short and r-controlled sounds of each of the vowels.	
	4. Identify the number of syllables in a word after the word is pronounced.	
	5. State three generalizations that usually apply in dividing unknown words into syllables.	
	6. Identify syllable divisions for a sample of words.	
	7. Apply the 3 commonly used syllabication generalizations to nonsense words.	
	8. Construct a strategy that children would use in unlocking unknown words.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	

SKILL(S) ASSIGNED	CREATIVE WRITING	SKILL(S) PERFECTED
	1. State the 4 conditions that must be present for a child to write his own stories.	
	2. Demonstrate with a group of children the procedure for initialing creative writing.	
	3. Demonstrate with a child the procedure for initialing creative writing.	
	4. Listen to a child read a story and comment to the child about his performance.	
	5. Demonstrate what to do when a child asks to spell words in the creative writing story.	
	6.	
	7.	
	8.	
	9.	
	HANDWRITING	
	1. Write lower and upper case letters in manuscript and cursive form.	
	2. Evaluate a sample of manuscript and cursive writing.	
	3. Describe teaching procedures that would improve a child's handwriting.	
	4.	
	5.	
	6.	

SKILL(S) ASSIGNED	SPELLING	SKILL(S) PERFECTED
	1. Construct a spelling placement test at one grade level from a spelling text or a list of at least 500 words.	
	2. Administer a spelling placement test.	
	3. State and apply criteria for instructional levels in spelling.	
	4. Administer simultaneously lists of words to children at 3 different instructional levels.	
	5. Demonstrate the procedure for pupil self-correction and study of spelling words.	
	6.	
	7.	
	8.	
	9.	
	CLASSROOM ORGANIZATION	
	1. Construct a self operating learning station.	
	2. Talk with a group of ten students and act as an agent for the students to talk with each other.	
	3. Listen to an audio tape and tally the interaction between students and teacher.	
	4. Work with two or three children while other children are involved in independent activities.	
	5. Construct a list of independent activities for students reading above grade level and for students reading significantly below grade level.	

SKILL(S) ASSIGNED	CLASSROOM ORGANIZATION (Continued)	SKILL(S) PERFECTED
	6. Diagram a minimum of six room arrangements which are conducive to communication among pupils and conducive to individual and small group instruction.	
	7.	
	8.	
	9.	
	10.	
	BASAL READING	
	1. State the rationale for the directed reading-thinking activity (DRTA).	
	2. Distinguish between the DRTA and the directed reading activity (DRA).	
	3. State the 5 steps in a DRTA.	
	4. Demonstrate with children a DRTA lesson.	
	5. State the advantages of a basic reader.	
	6. State the liabilities of a basic reader.	
	7. Write out a follow-up lesson for a DRTA story.	
	8. State procedures for use of the workbook accompanying the basic reader.	
	9. Demonstrate with children the use of the workbook accompanying the basic reader.	
	10.	
	11.	

SKILL(S) ASSIGNED	INDIVIDUALIZED READING	SKILL(S) PERFECTED
	1. State the rationale for the use of individualized reading.	
	2. Construct a plan for the use of individualized reading at the primary and intermediate level.	
	3. List various ways to begin individualized reading.	
	4. Have a child select a book and judge its appropriateness in terms of his instructional level.	
	5. Listen to a child read a page from a book at his instructional level and list his skill needs.	
	6. Demonstrate with a child the individual conference.	
	7. Discuss a book that you haven't read with one who has read it.	
	8. Direct a class of ten youngsters reading different books at the same time.	
	9. Conduct a conference with four students about how they could share an interest area.	
	10. Construct a sharing activity with a child other than oral or written.	
	11. Construct and use with 2 pupils an individualized record keeping system.	
	12. Select and read at least 3 poems to a small group of children.	
	13. Read 2 books in children's literature.	
	14. Write 3 ways a child could share one of the above books.	
	15.	

SKILL(S) ASSIGNED	INDIVIDUALIZED READING (Continued)	SKILL(S) PERFECTED
	16.	
	17.	
	18.	
	19.	
	20.	

CURRICULUM OUTLINE

August 4 - Session 11

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee		30	INFORMAL DISCUSSION No agenda		Large or small group
Presentation by Language Arts Specialist: Language and the Learner.	To gain background into the nature of language. To formulate an idea of how communication skills are developed by the child.	60	LECTURE (Presentation): Mr. William Oehlkers, Instructor, University of Delaware, discusses the characteristics of language in relationship to child development.	Overhead projector, screen and tape recorder.	Large group
Demonstration and Discussion Diagnosing Children's Oral Language.	To observe children's responses to stimuli at three levels of maturity. To note language development at each level. To ask questions and discuss observations.	120	DEMONSTRATION AND DISCUSSION: Mr. Oehlkers will present group experience stories at three levels: K, 1, and 2-3. Trainees will discuss questions and observations between demonstrations.	Tape recorders, chart paper, art paper, felt markers, crayons, 6 easels, paint, brushes.	Large group with children
Lunch		60			

CURRICULUM OUTLINE

August 4 - Session 11 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Presentation by Project Director: Role of Child's Language in Development of Communication Abilities.	To define the purposes and rationale for experience stories. To be able to verbalize the interrelationships amongst the four basic communication skills.	60	LECTURE (Presentation): Mr. Eagleton discusses language and the role of experience stories in developing language abilities.	Overhead projector, charts.	Large group
Response to Observation/ Presentation.	To ventilate questions related to language development, experience stories, and oral language diagnoses.	30	GROUP-CENTERED PROCESS: Trainees will discuss observations and lecture. Reporter will jot down questions from each group. Each group will agree upon key questions of concern.		Small groups
Response to Concerns: Language Arts Specialist Project Director.	To review the role of language, oral language diagnoses, and experience stories.	60	LECTURE (Summary): Reporters and others will present questions for discussion.		Large group

CURRICULUM OUTLINE

August 4 - Session 11 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Basic On-the-Job Skills: Selected Children's Oral Language Development.	To determine the level of language development of selected children.	30	SELF-INSTRUCTION, GROUP PROCESS: Trainees will listen to selected children and write in log books in order-from least to greatest-oral language development. Trainees will discuss their ordering of abilities of children and give reasons to support the list.	Tape recorder	Individual then large group.

CURRICULUM OUTLINE

August 5 - Session 12

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally language purposes/procedures of language experience stories.	30	INFORMAL DISCUSSION		Large or small groups.
Demonstration by Language Arts Specialist: Language Experience Stories.	To verbalize the steps in presenting a group experience story. To become aware of the Law of Forgetting and the Law of Recall Principles.	60	JOB SIMULATION; ON-THE-JOB SKILLS: Mr. Oehlkers will lead trainees through simulated language experience story procedure. Group will be used as a simulated class.	Chart paper, felt pen	Large group
Demonstration and Discussion by Language Arts Specialist: Language Experience Stories for the Second and Third Days.	To be able to list activities within an experience story presentation for the second and third days.	120	DEMONSTRATION; ON-THE-JOB SKILLS: Mr. Oehlkers will show trainees group experience stories at three levels of development for second and third days' procedures. Question and answer period between each demonstration. Trainees may jot down steps of the procedures.	Chart paper, crayons, pencils, felt pen, tape recorder.	Large group and children
Lunch		60			

CURRICULUM OUTLINE

August 5 - Session 12 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Evaluation and Review: Language Experience Stories Procedures Task Assessment.	To assess understandings of: (1) purposes of language experience stories, and (2) procedures of obtaining group experience stories.	90	SELF-INSTRUCTION; ON-THE-JOB SKILLS: (1) trainees will state in writing (a) the rationale/purposes, and (b) procedures of group experience stories (2) trainees may raise questions and concerns for group discussion.	Collect log books/ papers. Notebook, crayons, slide projector, overhead projector, tape recorder.	Individual and large group
Presentation by Language Arts Specialist: Why Individual Experience Stories?	To compare and contrast individual and group experience stories. To verbalize the advantages of individual experience stories.	90	LECTURE; JOB SIMULATION: Mr. Oehlkers discusses with slides and tape recorder an individual dictated story procedure. Informal discussion will follow lecture.	Slide projector, tape recorder.	Large group

CURRICULUM OUTLINE

August 6 - Session 13

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	Discuss informally individual experience stories.	30	INFORMAL DISCUSSION	Pass back log books with checked papers.	Large group
Language Arts Specialist Discusses Individual Experience Story Procedures.	To note relationship between individual and group experience stories. To verbalize first and second story procedures: Individual dictated stories.	60	JOB SIMULATION; ON-THE-JOB SKILLS: (1) Mr. Oehlkers will take an individual dictated story from the trainees. (2) trainees will break into pairs and alternate in using dictated story procedures.	Notebook, felt pen, crayons, scissors, oak tag, primary typewriters.	Large group then groups of two.
Demonstration and Basic On-The-Job Skills: Individual Dictated Story.	To observe dictated story procedures with individual child. To carry out individual dictated story procedures for days 1 and 2.	120	SKILL TRAINING (Observation/ Follow Through): (1) Mr. Oehlkers will demonstrate an individual dictated story. (2) pairs of trainees will carry out dictated story procedures with a child.	Notebook, felt pen, crayons, scissors, oak tag, primary typewriters.	Large group then pairs and trainees with a child.
Lunch		60			

CURRICULUM OUTLINE

August 6 - Session 13 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Presentation by State Supervisor of Reading: The Six Phases of Word Attack.	To be able to verbalize the six phases of word attack skills in order. To be able to give reasons for sequencing word attack skills.	60	LECTURE (Presentation): Dr. W. Dorsey Hammond, Maryland State Department of Education, discusses the various levels of word attack needs. A word attack design will be shown.	Overhead projector, screen	Large group
Response to Presentation.	To ventilate questions and concerns regarding the word attack skills design. To ask questions regarding word attack.	60	LECTURE (Group Discussion): Trainees will break into groups to discuss problems and concerns of the presentation. Dr. W. Dorsey Hammond will respond to questions and concerns.		Large group then small groups then large group.
Evaluation, Review, and Preview: What Have We Accomplished Today?	To demonstrate proficiency in carrying out days 1 and 2 individual dictated stories. To interpret individual dictated stories. To clear up individual problems.	60	JOB SIMULATION; ON-THE-JOB SKILLS: Project Teacher Leaders and Staff will observe skill simulation with individuals and small groups. Dr. Hammond and Mr. Oehlkers will respond to problems of concern. Mr. Eagleton and Mr. Oehlkers will sum up trainees' progress and future goals.		Small group and individual then large group.

CURRICULUM OUTLINE

August 7 - Session 14

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To informally discuss word attack skills and importance of sequence.	30	INFORMAL DISCUSSION		Large or small groups.
Presentation by Language Arts Specialist: Teaching Word Attack Skills Through Dictated Stories.	To recognize word attack skills development through dictated stories. To be able to list practice devices in word attack instruction.	60	LECTURE (Presentation): Mr. Oehlkers will show dictated stories and diagnostic procedures in determining word attack problems with procedures for teaching specific skills.	Chalkboard, overhead projector, slide projector, tape recorder, dictated stories.	Large group
Demonstration and On-The-Job Skills: Word Attack Teaching Procedures.	To observe techniques in teaching word attack skills from dictated stories. To practice using dictated stories in developing word attack skills.	120	SKILL TRAINING (Observation/ Follow Through): (1) Mr. Oehlkers will demonstrate use of dictated stories to develop word attack skills at three levels. (2) trainees will take individual dictated stories and follow procedures in teaching word attack skills to individual children.	Chalkboard, overhead projector.	Large group then trainees with individual children.
Lunch		60			

CURRICULUM OUTLINE

August 7 - Session 14 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Evaluation, Task Assessment: Word Attack Principles.	To demonstrate knowledge of word attack principles and verbalize understanding of some procedures in word attack skills instruction.	90	SELF-EVALUATIVE MATERIALS: (1) trainees will write down the six phases of word attack and procedures in word attack instruction. (2) in small groups, each trainee will explain and justify responses to group and Project Teacher Leader.	Collect log books	Individual and small groups
Presentation by Language Arts Specialist: How Do Handwriting and Creative Writing Relate in Teaching and Learning?	To see the relationship between handwriting and creative writing skills. To recognize how to initiate handwriting and creative writing in a language experience approach to the communication skills.	90	LECTURE (Presentation): Mr. Oehlkers will show samples of creative writing. Trainees discuss samples of creative writing. Trainees ask questions and air concerns regarding creative writing procedures.	Overhead projector, creative writing paper.	Large group

CURRICULUM OUTLINE

August 8 - Session 15

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss informally creative writing techniques.	30	INFORMAL DISCUSSION	Pass back log books	Large or small group.
On-The-Job Skills: Handwriting and Creative Writing.	To observe the steps in the initiation of creative writing stories at three levels. To practice creative writing and other activities.	120	SKILL TRAINING (Demonstration and Follow Through): (1) Mr. Oehlkers will demonstrate creative writing at three levels of child development. (2) trainees will carry out creative writing and/or other activities.	Pencils, creative writing paper, chalkboard, crayons	Small groups and trainees with individual children.
Lunch		60			
Creative Writing II: Growth and Development.	To see creative writing at various levels of difficulty. To be able to verbalize later creative writing procedures.	90	LECTURE (Presentation): (1) Mr. Oehlkers will show samples of pupils' creative writing (2) trainees analyze creative writing samples and agree upon levels and characteristics. (3) reporters from each group explain group consensus and rationale of the sample.	Overhead projector, slide projector	Large group then small groups then. large group.

CURRICULUM OUTLINE

August 8 - Session 15 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Evaluation: Review of Week's Work and Task Assessment.	To review task competencies. To evaluate week's work. To complete task assignments for third week.	90	GROUP PROCESS (1) Mr. Oehlkers and other staff lead group in deriving major conclusions. (2) trainees individually write an evaluation of third week's events. (3) trainees complete task assignments through job simulation or otherwise.	Collect log books	Large group then small group and individual activity

CURRICULUM OUTLINE

August 11 - Session 16

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	Discuss major provedures and principles of third week.	30	INFORMAL DISCUSSION	Pass out log books	Large or small group
Presentation by Language Arts Specialist: Creative Writings Follow-up Procedures.	To be able to verbalize procedures in (1) sharing of stories (2) proofreading and (3) adapting creative writing to the usage (oral and written) program.	60	LECTURE (Presentation): (1) Mr. Oehlkers will show and describe samples of creative writing. (2) trainees will analyze samples of creative writing.	Overhead projector, tape recorder, slide projector.	Large group then small groups
On-The-Job Skills Training: Task Assessment of Assigned Activities.	To conduct a creative writing lesson. To continue previous assigned tasks to be assessed.	120	SKILL TRAINING (Follow Through): (1) Mr. Oehlkers will work with individuals who need assistance with individual children. (2) Project staff and Project Teacher Leaders will assess tasks of trainees.	Paper, pencils, crayons, easels, paint, and paint brushes.	Small groups and trainees with child or groups of children.
Lunch		60			

CURRICULUM OUTLINE

August 11 - Session 16 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Language Arts Supervisor Presents Topic: How to Teach Spelling.	To be able to verbalize principles of spelling. To be able to individualize instruction of a spelling lesson. To be able to administer spelling tests simultaneously to different levels of ability.	120	LECTURE (Presentation and Discussion): (1) Mrs. Evelyn Kay, Cecil County, Maryland, will explore principles and procedures of spelling as related to communication skills. (2) trainees will discuss questions and concerns of spelling instruction.		Large group
On-The-Job Skills, Task Assessment: Spelling Placement Test.	To construct a spelling placement test.	60	SELF-INSTRUCTIONAL MATERIALS Trainees work individually at own pace.	Spelling books at various instructional levels. Collect log books if finished.	Individual.

CURRICULUM OUTLINE

August 12 - Session 17

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To informally discuss spelling placement tests.	30		Pass out log books	Large or small groups
On-The-Job Skills: Dictation of Spelling Placement Test.	To determine various levels of spelling performance. To be able to give a spelling placement test. To correct a spelling test.	60	JOB SIMULATION: Mr. Oehlkers gives trainee group a spelling placement test. Trainees check placement tests. Group discusses evaluation of spelling performances using placement tests.	Pencils, paper, spelling lists.	Large group
On-The-Job Skills Training: Administering Spelling Placement Tests.	To review dictation of spelling test procedures. To determine specific needs through evaluating a spelling placement test. To conduct an activity with a child.	120	SKILL TRAINING (Demonstration and Follow Through): Mr. Oehlkers and Mr. Donald Pfau, Montgomery Co., Maryland, will administer a spelling placement test. Trainees will evaluate spelling test scores. Trainees will continue assigned activities.	Pencils, paper	Large group
Lunch		60			

CURRICULUM OUTLINE

August 12 - Session 17 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Classroom Management Specialist Presentation: How to Organize the Classroom for Learning.	To list principles and procedures in managing a classroom. To describe a self-operating learning station. To construct a list of independent learning activities.	120	LECTURE (Presentation and Dis cussion): Mr. Pfau makes presentation of classroom management. Trainees ventilate questions and concerns for discussion.	Overhead projector, slide projector.	Large group
On-The-Job Skills: Task Assessment: Classroom Management,	To construct a self-operating learning station. To construct a list of independent activities for high and low achievers. To sum up principles of lecture.	60	SELF-INSTRUCTIONAL Mr. Pfau and Staff work with individuals. Trainees and staff sum up major conclusions of classroom organization principles and procedures. Trainees write down a list of independent learning activities.	Sets of head phones, record players, tape recorders, Collect log books.	Individual and large group

CURRICULUM OUTLINE

August 13 - Session 18

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss spelling principles.	30	INFORMAL DISCUSSION	Pass back log books	Large or small groups
Demonstration of the Directed Reading-Thinking Activity (DRTA)	To learn a meaningful approach to basal reader instruction.	60	Mr. Oehlkers will demonstrate the DRTA. Trainees will serve as students.	Set of Basal Readers, Chalkboard	Large group
Demonstration and Practice of DRTA with Children at Two Levels.	To be able to verbalize how to set pupil purpose. To be able to explain how to develop group interaction amongst children. To conduct a DRTA.	120	DEMONSTRATION (On-The-Job Skills): Mr. Oehlkers will demonstrate a DRTA with two groups of children. Trainees will conduct two other DRTA's.	Set of Basal Readers, Chalk board.	Large group then small groups with children
Lunch		60			
Rationale for DRTA Approach.	To verbalize the value of the DRTA approach. To apply DRTA principles to an instructional situation.	120	LECTURE (Presentation): Dr. W. Dorsey Hammond will explore principles and practices of DRTA.	Set of Basal Readers, chalkboard.	Large group

CURRIBULUM OUTLINE

August 13 - Session 13 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Evaluation, Task Assessment: DRTA.	To demonstrate competency in skills related to DRTA.	60	DEMONSTRATION (On-The-Job Skills): Trainees will demonstrate assigned competencies through (1) verbalizing (2) writing, and (3) demonstrating.	Collect log books	Small groups one-to-one relation

CURRICULUM OUTLINE

August 14 - Session 19

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee	To discuss DRTA procedures.	30	INFORMAL DISCUSSION	Pass back log books	Large or small groups.
Demonstration: How to Use DRTA in Content Material.	To be able to see relationship between basal DRTA and content teaching. To be able to verbalize how DRTA is modified for content material.	60	Dr. W. Dorsey Hammond will demonstrate a non-fiction DRTA. Trainees will serve as students.	Set of Basal Readers, Chalkboards.	Large group.
Basic On-The-Job Skills: Utilizing DRTA at Three Reading Levels.	To gain skill in the use of DRTA.	120	Trainees will conduct a DRTA under supervision of Project Teacher Leaders, Staff, and Consultants at their grade levels.	Sets of Basal Readers, Chalkboard.	Trainees with small groups of children
Lunch		60			

CURRICULUM OUTLINE

August 14 - Session 19 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Presentation by Childhood Literature Authority: The Role of Children's Literature.	To be able to verbalize the importance of children's literature in a language arts program. To be able to suggest various ways to make this instruction meaningful.	120	LECTURE (Presentation and Discussion): Mrs. Mildred Hoyle, Prince Georges County, Maryland, will (1) explain the role of children's literature in a school program and (2) will provide practical suggestions for its implementation in the Language Arts curriculum.	Overhead Projector, slide projector.	Large group
Evaluation: Task Assessment in all Areas Through Basal Reading. Review of Day's activities.	To demonstrate uncompleted competencies. To ventilate any questions and concerns.	60	SKILL TRAINING (On-The-Job Skills): Trainees will write, verbalize, or demonstrate proficiencies in the language arts behaviors up through basal reading. Trainees will ask questions of concern to consultants.		Large and small groups, one-to-one relations individual.

CURRICULUM OUTLINE

August 15 - Session 20

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Coffee		30	INFORMAL DISCUSSION		Large group or small groups.
Presentation: Principles and Procedures of Individualized Reading Instruction.	To compare individualized reading with basal reading. To develop an awareness of the unique contribution of individualized reading. To suggest ways to implement it in the curriculum.	60	LECTURE (Presentation): Mr. Oehlkers will lecture on the individualized reading approach and show slides of this program in action.	Slide projector, tape recorder	Large group
Demonstration of Selection: Reading and Sharing in the Individualized Reading Approach (IRA).	To be able to verbalize how the 3 phases of IRA are conducted with children at various levels. To conduct an IRA.	120	DEMONSTRATION (On-The-Job Skills): Mr. Oehlkers will demonstrate with children at various levels the IRA procedures: Trainees will conduct an IRA presentation.	Trade books (paper backs)	Large and small groups. One-to-one relations.
Lunch	To gain strength for the last mile.	60			

CURRICULUM OUTLINE

August 15 - Session 20 (Continued)

AGENDA	OBJECTIVES	TIME	TECHNIQUES	MATERIALS/ ASSIGNMENTS	PERSONNEL
Task Assessment.	To complete all task competencies in the language arts curriculum.	60	ON-THE-JOB SKILLS: Trainees will complete competencies.		Small groups. One-to-one relations.
Content Reading.	To explore the various means of teaching reading through content material.	60	LECTURE (Presentation): Mr. Oehlkers will lecture on reading in the content fields and with the aid of visual materials.	Content textbooks (Social Studies, Science, etc.)	Large group
Summation and Preview of Language Arts Program.	To review the progress of the past two weeks. To learn of follow-up program for the 1969-70 school year.	60	LECTURE (Discussion): Participants and Mr. Eagleton will summarize the activities of the workshop with explanation of the full in-service program. Trainees will complete evaluation form.	Slide projector, slides. Collect log books.	Large group

Duties: Role of the Teacher Aide

1. The Teacher Aide will work under the supervision of a Project Teacher. The Project Teacher will schedule the Teacher Aide's activities from 8:30 - 4:00 p.m.

2. At least one-half or more of the teacher aides' scheduled time will be spent on an instructional assistance capacity in direct pupil related activities.

3. ____

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4. ____

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9. ____

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10. ____

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Duties: Role of the Teacher

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14. ____________________
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16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

Duties: Role of the Principal

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19. ______________________________
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Duties: School and Community (Home) Relations

Role of the School:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Role of the Community:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

HUMAN COMMUNITY RESOURCES

School ______________________ County ________________

Name ________________________ Expertise ______________

Address _____________________ Phone No. ______________

Name ________________________ Expertise ______________

Address _____________________ Phone No. ______________

Name ________________________ Expertise ______________

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Name ________________________ Expertise ______________

Address _____________________ Phone No. ______________

PHYSICAL COMMUNITY RESOURCES

School ______________________________ County ____________________

Private Service Organizations:

Name of Enterprise ____________________ Expertise ________________
Address ______________________________ Phone No. ________________
Contact Person ______________________________

Name of Enterprise ____________________ Expertise ________________
Address ______________________________ Phone No. ________________
Contact Person ______________________________

Name of Enterprise ____________________ Expertise ________________
Address ______________________________ Phone No. ________________
Contact Person ______________________________

Name of Enterprise ____________________ Expertise ________________
Address ______________________________ Phone No. ________________
Contact Person ______________________________

Name of Enterprise ____________________ Expertise ________________
Address ______________________________ Phone No. ________________
Contact Person ______________________________

PHYSICAL COMMUNITY RESOURCES

School ________________________ County ____________________

Public Service Organizations:

Name of Organization ________________ Expertise ________________

Address ____________________________ Phone No. ________________

Contact Person __________________________

Name of Organization ________________ Expertise ________________

Address ____________________________ Phone No. ________________

Contact Person __________________________

Name of Organization ________________ Expertise ________________

Address ____________________________ Phone No. ________________

Contact Person __________________________

Name of Organization ________________ Expertise ________________

Address ____________________________ Phone No. ________________

Contact Person __________________________

Name of Organization ________________ Expertise ________________

Address ____________________________ Phone No. ________________

Contact Person __________________________

A DIGEST OF RULES AND REGULATIONS GOVERNING TEACHER AIDES EMPLOYED BY THE BOARD OF EDUCATION [TENTATIVE]

Part 1. Enumerated herein are pertinent rules and regulations as they apply to the teacher aide employees.

1. Hours of Work -- five-day week (35 hours) 8:30 a.m. to 3:30 p.m. with one hour for lunch.

   The above schedule may be changed by the Board of Education at any time and is subject to such changes as the Board in its discretion may determine. The schedule is also subject to such occasional adjustments as the employee's superior may deem to be in the interests of the service.
2. Holidays -- Teacher aides will be required to work in accordance with the school calendar and at such other times as deemed necessary by the Board of Education.
3. Payment and Deductions -- Salaries shall be paid on a monthly basis.
4. Leaves of Absence With Pay --
   a. Absence for personal illness with pay will be furnished, 15 days per year cummulative to 60 days.
   b. Vacation provisions are not included since teacher aides will be employed on a ten-month basis.
5. Time Records -- Principal shall be responsible for time reporting for all teacher aides who are assigned to his building.

6. Unexcused Absence -- Unexcused absence may be cause for disciplinary action up to and including dismissal.

7. Periodic Health Examinations for All Employees of the Board of Education -- A health examination of all teacher aides shall be required every year.

8. Scheduling -- Teacher aides will work a seven-hour day with a lunch break. Each teacher aide schedule should provide for at least fifty percent (50%) of the time in the classroom.

9. Field Trips - Schools should require involvement of parents on field trips. Aides are not acting in the role of parent; therefore, they are not to be used as substitutes for parents on field trips. If a class to which the aide is assigned takes a trip, the aide may be invited as member of the school staff,

10. Notification of Re-employment of Aides -- As soon as the program is approved for the next year, applicants will be notified of re-employment if their rating by the principal is satisfactory.

11. Lunch Reimbursement -- Reimbursement for lunch will be provided by the aides.

12. Rating of Teacher Aides -- Re-employment of aides will be based on a satisfactory rating by the principal.

Revision of these Rules and Regulations will be made as the Teacher Aide Program is developed.

EVALUATION 1: HOW THE AIDES AND TRAINERS SEE TRAINING

Directions

Please place a check (✓) on the line at the point that expresses your feelings.

1. Do we feel our sessions are in relation to our objectives?

0	5	10
We never preplan sessions in light of special goals.	We sometimes have a rough preplan.	We always preplan sessions and submit the plan to the group for approval.

   a. Does the trainer take on this responsibility?

0	5	10
Never	Occasionally	Frequently

   b. Do the aides share in this responsibility?

0	5	10
Never	Occasionally	Frequently

2. Do we plan our sessions in relation to what we expect from them?

0	5	10
We have no way of knowing what we expect.	If we specifically request something it get consideration.	We frequently find out what we expect before building our agenda.

   a. Does the trainer consider aide expectations?

0	5	10
Never	Occasionally	Frequently

   b. Do the aides cooperate in informing the trainer?

0	5	10
Never	Occasionally	Frequently

3. Do we define or clarify our goals during sessions?

0	5	10
We never consider goals during sessions.	We attempt to define or clarify our goals when confusion is evident.	We frequently discuss and clarify our goals.

a. Does the trainer suggest that this is needed?

0	5	10
Never	Occasionally	Frequently

b. Do the aides ask for definition or clarification of goals?

0	5	10
Never	Occasionally	Frequently

4. Do we summarize our progress from time to time?

0	5	10
We don't take the time to take stock.	We examine our progress if someone requests it.	We frequently summarize what has been accomplished.

a. Does the trainer take the initiative for this?

0	5	10
Never	Occasionally	Frequently

b. Do the aides take the initiative for this?

0	5	10
Never	Occasionally	Frequently

5. Do we use suitable methods of procedure?

0	5	10
We use much the same procedures over and over.	We think about the best procedures for handling some activities but not others.	We try to select the procedures most appropriate for accomplishing each goal.

a. Does the trainer raise questions about procedure?

0	5	10
Never	Occasionally	Frequently

b. Do the aides take the initiative in this?

0	5	10
Never	Occasionally	Frequently

6. Do we evaluate the efficiency of our methods of operating?

0	5	10
We don't think about how well our procedures are working.	We look at our procedures only when things go wrong.	We systematically evaluate procedures to find out how well they are working.

a. Does the trainer take responsibility for suggesting evaluation?

0	5	10
Never	Occasionally	Frequently

b. Do the aides take responsibility for suggesting evaluation?

0	5	10
Never	Occasionally	Frequently

7. Do we watch our discussions to see if we understand one another?

0	5	10
Our discussions resemble a free-for-all.	If someone obviously misinterprets meanings he is usually straightened out.	We frequently check to be sure that every member understands.

a. Does the trainer assume this responsibility?

0	5	10
Never	Occasionally	Frequently

b. Do the aides share this responsibility?

0	5	10
Never	Occasionally	Frequently

8. Do we test for agreement to see if we are ready to make decisions?

0	5	10
We usually call for a vote when anyone asks for it.	We sometimes take an informal poll to see if we're ready to make a decision.	We frequently test to see that everyone is satisfied that we are ready to make a decision.

a. Does the trainer assume this responsibility?

0	5	10
Never	Occasionally	Frequently

b. Do the aides assume this responsibility?

0	5	10
Never	Occasionally	Frequently

9. Do we spread responsibilities through the group?

0	5	10
Most responsibilities are given to the leader.	Sometimes group members share in responsibilities.	Responsibilities are widely distributed throughout the group.

a. Does the trainer suggest that other persons participate in responsibilities?

0	5	10
Never	Occasionally	Frequently

b. Do the aides volunteer for responsibility?

0	5	10
Never	Occasionally	Frequently

10. Do we have an atmosphere in which all feel free to express ideas and feelings?

0	5	10
Our discussions are formal and only a minority participate.	Everyone talks but some subjects are taboo.	We usually have an atmosphere of free, spontaneous expression.

a. Does the trainer encourage a climate of free expression?

0	5	10
Never	Occasionally	Frequently

b. Do aides stimulate other members to express themselves?

0	5	10
Never	Occasionally	Frequently

11. Do we exhibit a feeling of responsibility to restrict their contributions to those which are helpful to the group?

0	5	10
We are "off the beam" frequently.	We wander about as much as the average group.	We actively attempt to confine their contributions to relevant things.

a. Does the trainer help keep the group "on the beam?"

0	5	10
Never	Occasionally	Frequently

b. Do aides keep on the alert for wandering?

0	5	10
Never	Occasionally	Frequently

12. Do we freely communicate our feelings and expectations about the trainer's performance to the trainer?

0	5	10
We have never brought this up.	We occasionally make suggestions to the trainer.	We have regular procedures by which we can give their ideas and reactions about the trainer.

a. Does the trainer encourage aides to discuss the trainer's plans and performance?

0	5	10
Never	Occasionally	Frequently

b. Do aides take responsibility for expressing themselves to the trainer about the trainer's performance?

0	5	10
Never	Occasionally	Frequently

EVALUATION 2: APPLIED GROUP ANALYSIS FORM

Directions

Please place a check (✓) on the line at the point that expresses your feelings.

1. How clear are the group's goals?

0	1	2	3	4	5	6	7
Completely unclear			Neither clear nor unclear			Completely clear	

2. How open are members in expressing their feelings and attitudes?

0	1	2	3	4	5	6	7
Closed and hidden			Neither open nor closed			Open and above board	

3. How flexible is the group in selecting its working procedures?

0	1	2	3	4	5	6	7
Rigid, mechanical			About half and half			Organic procedures fit task	

4. How willing is the group to examine its working procedure and make needed changes?

0	1	2	3	4	5	6	7
Never evaluates			Does this half the time			Always checks effectiveness	

5. To what extent is the group dominated by any of its members?

0	1	2	3	4	5	6	7
One member dominates			Half dominate, half follow			Leadership shared by all	

6. To what extent does the group utilize the ability and resources of its members?

0	1	2	3	4	5	6	7
Never utilize			About half and half			Always utilize	

7. How effectively does the group achieve a balance between its task and the problems and needs of its members?

0	1	2	3	4	5	6	7
Always imbalance by one or other			Achieve balance half the time			Always in balance	

8. How frequently does the group strive for consensus and securing of member commitment?

0	1	2	3	4	5	6	7
Never does this			About half the time			Always does this	

9. How does the group go about working at its tasks?

0	1	2	3	4	5	6	7
Completely coasts			Neither coasts nor digs			Digs in - works hard	

10. How do you feel about the group and its members?

0	1	2	3	4	5	6	7
Worst possible team			Neither poor nor good			Best possible team	

TEACHER FORM

TO BE FILLED OUT BY TEACHER

Your Name:____________________________ Date:________________

Your School:__________________________

Grade you teach:______________________

The information requested will be kept confidential and is asked only in order to learn more about the ways this program can be improved.

A. If you were to grade the overall performance of the teacher aide in your classroom, what grade would you give (CIRCLE it)?

A	B	C	D	F	X
(excellent)	(good)	(fair)	(poor)	(very poor)	(cannot evaluate)

B. What help has the teacher aide been to you and the children? PLACE a check beside all that apply and add any that you feel apply to your situation.

______ 1. has allowed me to spend more time teaching

______ 2. has given me the free time I need for myself

______ 3. has freed me from routine chores

______ 4. has provided the children with an additional person who can look after their needs

______ 5. has improved the emotional and learning climate of the classroom

______ 6. has not been helpful at all

______ 7. ____________________________________

______ 8. ____________________________________

C. Please evaluate the performance of your teacher aide in each of the following areas by placing A, B, C, D, or F beside it. Put an X beside areas where you are unable to make an evaluation.

______ keeping records

______ picking up after the children

______ running office machinery

______ supervising playground or cafeteria

______ being responsive to the children's needs

______ fitting into the general classroom situation

D. Do you think that the teacher aide was properly trained for the job?

______ yes ______ no

If no, please state what you feel was lacking in her training and how it can be improved.

E. If your teacher aide should ever decide to become a teacher, how much additional education do you think she would need before she could qualify?

______ 1. teacher supervision

______ 2. some additional college

______ 3. all of college

______ 4. some high school

______ 5. all of high school

______ 6. some grammar school

______ 7. all of grammar school

F. If your teacher aide were to obtain the necessary schooling, what kind of teacher do you think she would make?

___Excellent __ Good __ Fair __ Poor __ Don't Know

G. What has been the most important help that the teacher aide has given to you (CHECK only one)? Add the item if it is not included in the list below.

______ 1. has improved the emotional and learning climate of the classroom

______ 2. has provided the children with an additional person who can look after their needs

______ 3. has freed me from routine chores

______ 4. has given me the free time I need for myself

______ 5. has allowed me to spend more time teaching

______ 6. has not been helpful at all

______ 7. ____________________________________

H. How would you grade the teacher aide on the following characteristics (PLACE an A, B, C, D, F, or X beside each category)?

______ warmth

______ alertness

______ intelligence

______ obedience

______ cooperativeness

______ grammar

______ simple arithmetic

______ ingenuity

))____ grooming

I. How long did it take to feel comfortable with the aide?

______ a. a few days

______ b. right away

______ c. a week

______ d. not yet

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